

# Planning Guide



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# A Public Education Campaign

**P**ublic education campaigns are a series of efforts designed to inform an audience about a specific issue. Campaigns vary in complexity depending upon their messages and the amount of time, resources and materials an agency has to commit to the effort. This workbook will help in the design and development of a number of different documents and events that, when combined, can form a cohesive public education campaign regarding the wise purchase, use and disposal of pesticides.

## Always Ask “So What?”

The main purpose of a public education campaign is to change behavior. To do that is a significant challenge, especially to entities such as yours that are often limited in funds and staffing. As you proceed with the concept of an outreach program, you should always test the elements by asking yourself “so what?” Ask yourself if you think the information that you are distributing, the partners you are enlisting, the speakers you are offering can make a clear, simple statement about what the consumer should change in his or her life, and why. The answer to the “why” is what will compel people to change habits. Perhaps the answer is, “because if you don’t, our water may not be safe.”



**If you’ve never created a public education campaign, this workbook will serve as a comprehensive guide. It will assist in determining your best audiences, help you to understand the best and most efficient elements of a campaign, guide you through working with the media, and help evaluate your efforts when they are complete. (Throughout the workbook, key summaries are highlighted in this manner.)**

If you have created a campaign in the past, or are currently involved in one, this workbook offers ideas to strengthen your efforts, including media relations, partnership building, youth education, and establishing a presence on the Internet. Consider enlisting partners for a program using bill inserts that reach your customers. Take the same information with the objective of source reduction (reducing the amount of potential hazardous wastes entering the environment) and partner with a local garden club that will extend the message to a more specific audience — one that is using garden products. This workbook will add to communications efforts you already employ.

There is no single formula for creating a public education campaign. Each program is unique based upon the audience, message, strategy and materials utilized during the campaign. This workbook will assist you in selecting these elements, and will help develop a program that fits both your needs and resources.

# The “Pros” of a Public Education Campaign

You have a wide variety of duties to perform at your facility and creating a public education campaign would mean more responsibility that you would have to take on. It is true that creating and implementing a campaign will take a certain amount of time and possibly money on your part. But these efforts have a number of benefits, both financially and in terms of how your POTW is viewed by customers and the community.

## Proper Disposal and Source Reduction

A pesticide public education campaign aims to educate consumers about the proper purchase, use and disposal of pesticide products. The campaign is an attempt to change consumers’ attitudes and behaviors when dealing with pesticide products around their homes. A successful campaign would result in a decrease in the amount of pesticides a consumer is using or disposing of improperly and may result in a decrease in the amount of pesticide residues that are showing up in your water samples.

## Reputation Management

Another benefit to conducting a public education campaign is the perception that your customers may have of your POTW. Implementing a public safety program is a proactive effort on your part, and your customers will recognize this fact. By administering this public education campaign you’re helping to inform customers how they can increase safety around their homes. Customers appreciate being informed on issues that directly contribute to their health and well-being. This kind of goodwill and community relations can serve you well in times of controversy.

Agencies at the local, state and national level have created public outreach campaigns that have shown measurable results in changing consumers’ attitudes and behaviors. This workbook should reduce the amount of time and start-up effort required to develop and administer a public education campaign. The materials here have been created to specifically target consumers who use pesticide products. With all of this information available to you, the question becomes, how will you create your public education campaign?

# Using the Workbook as Your Guide

This workbook has been designed to assist you in all levels of creating and maintaining your public education campaign. It will help you understand the elements of a public education campaign.

The workbook has been separated into three main parts:



## Section 1



Focuses on the planning portion of the campaign.

This includes information on how to determine what you need to conduct a campaign, explanations of the target audiences, and a guide to gaining your employees' support for the program.

## Section 2



Guides you through the various tactics you can use to implement a public education campaign. This section assists in dealing with the media, creating programs for youth, establishing a speakers bureau, and participating in special events.

## Appendix A



Supplies explanations of the printed materials you can use during your campaign. Also available in this section are camera-ready materials for reproduction.

Within each section are sub sections marked for easy identification. The binder has been constructed in a way that allows you to easily select elements for your public education campaign. Each aspect of the campaign, from assessment through evaluation, is covered in this workbook. An index has also been provided to give you another resource for looking up specific elements of the campaign.

# Organizing Your Public Education Campaign

An effective campaign is one that has been well thought out and planned to present clear and consistent messages. From an organizational standpoint, a public education campaign can be divided into four essential parts:



## **Assessment:**

looking at what has been done and what you want to do in the future.



## **Creation:**

putting together all of the elements that you will use during your campaign.



## **Implementation:**

actually conducting the campaign.



## **Evaluation:**

looking back over what has been done and analyzing the results.

By planning the campaign in multiple phases, you will better understand how the overall process works. It is important to remember that each of these sections contributes to the overall campaign. The parts do not operate separately; they are intertwined to create the entire public education campaign. As an example of a complete program, consider the Blue Thumb program that was created by the

U.S. Environmental Protection Agency and the American Waterworks Association, and which has been used by agencies such as the Oklahoma Conservation Commission.

The Blue Thumb program is an educational program addressing pollution prevention and water quality. The program's extensive Web site ([www.awwa.org/bluethum.htm](http://www.awwa.org/bluethum.htm)) houses the various parts of the program. The program includes a large selection of information sheets on integrated pest management (IPM) and proper pesticide use. The Blue Thumb Web site includes a "tip of the month" section, a "bloopers" page of unwise water use, and children's games that reinforce the campaign's themes. The program has its own press materials, fact sheets, an extensive selection of giveaway items, and camera-ready artwork for special events such as Drinking Water Week.

Every aspect of the Blue Thumb campaign features its distinctive logo and consistent messages. The campaign has a variety of materials and information, but it is all unified under the larger campaign. In creating your own campaign, you should work toward the same type of effort with a variety of materials that promote an overall theme and key messages.



# POTW Research as a Guideline

The California Department of Pesticide Regulation (DPR) commissioned a survey of the state's POTWs to evaluate how best to conduct an expanded public outreach program targeted to residents and businesses to reduce improper handling and disposal of pesticides. The survey results have guided the creation of this workbook.

It is interesting to note that one-third of the respondents to the survey had conducted public outreach programs in the past. These districts had used their outreach programs to educate the public within the two years preceding the survey. The most common elements utilized were exhibits and bill inserts. Public service announcements (PSAs), brochures for reprinting and point-of-purchase materials were perceived to be the most valuable informational materials for outreach programs.

When asked about the most effective program a POTW had administered, the message focused on proper disposal of pesticides (followed by environmental protection). Besides the popular bill inserts, radio and television were deemed to be the most effective methods for communicating with the general public. Even though exhibits and presentations were used extensively, they were infrequently cited as the best methods.



**A somewhat greater number of respondents indicated that a generic outreach program created by DPR for use by service areas was preferable to a statewide program conducted by DPR. Of the respondents, nearly 80 percent believed that an outreach campaign would be either “very valuable” or “somewhat valuable.” This workbook will serve as a useful aid in self-administration of regional/district efforts.**

This research helped shape our recommendations on materials used in an outreach program, while we tempered a good dose of “reality” on methods to reach an audience. Radio and television advertising might be very effective, but it is often out of reach for a typical POTW budget. A more detailed discussion of the findings of the survey is in the Appendix.

# Using the *H<sub>2</sub>O Home to Ocean* Theme

Public education campaigns are strengthened when they contain a unified message that becomes easily identifiable with the project. The message, or theme, of the campaign will help tie the various elements together and will allow people to easily recognize and remember the program. With the addition of a simple and easily identifiable logo, the program begins to build a consistent identity throughout the campaign.

This workbook contains various print materials that contain the theme *H<sub>2</sub>O Home to Ocean*. This theme, and its corresponding logo, has been created to give you camera-ready materials that you can use as part of your own campaign. The *H<sub>2</sub>O Home to Ocean* theme intends to get consumers thinking about the fact that their homes have a connection to the water system extending all the way to the ocean.



**Consumers may think that once they pour pesticides down the drain, the products cease to be harmful and have no other impact on the environment. They may also think that because it is legal to purchase and use pesticides, then they must be safe to dump in the drain. For many of these consumers, out of sight is out of mind. The goal of the *H<sub>2</sub>O Home to Ocean* theme is to get consumers to recognize the potentially harmful impact pesticides can have when they are not used correctly or disposed of properly.**

**The theme aims to get consumers thinking about the link between what they use in their home and how it impacts the rest of the environment.**



The *H<sub>2</sub>O Home to Ocean* logo and materials were created specifically for this project. Space has been left on all camera-ready materials for you to include

your organization's name and contact information. The logo can be used on a variety of materials in different sizes, but it should not be altered from its original format (that is, you may print it larger or smaller, but we ask you not to change the proportions, the graphics, or the type font). If you'd like to print the logo in color, we request that it be produced in PMS (Pantone Matching System) 322C.

If you decide to use the *H<sub>2</sub>O Home to Ocean* materials as part of your campaign, we would encourage you to use the logo on all of the materials you create and distribute. This helps give the public education project a cohesive look, and one that builds consumer awareness through repetition and consistency.

# Reviewing Pesticide Issues

**H**istorically, agricultural activities have been the focus of investigations into pesticide impacts on water bodies. In recent years, however, pesticide use in urban areas is increasingly being examined as a potential source of aquatic pollutants. Although applications of pesticides in urban areas are typically on a small scale, the wide variety of chemicals used and the frequency of applications can result in a substantial amount of pesticides used. Urban-use pesticides can move off application sites and enter storm drains which route surface runoffs into urban creeks. These pesticides can also end up in urban sewage which then travels to wastewater treatment plants.

A recent example of media coverage on this topic is *The San Francisco Examiner's* article (March 29, 1998) titled "New Threat to the Bay — Poisons from Home." The article quotes Kelly Moran, manager of Palo Alto's water pollution prevention program. "It's scary. We're not worried about what's coming from farmers in the fields. It's coming from houses." Bart Brandenburg, engineer at the Central Contra Costa Sanitary District indicated, "We're trying to make people aware of the connection between pesticide use in homes and gardens and the impact on water quality."

The *San Diego Business Journal* outlined the new challenge to the San Diego Bay as non-point source pollution, "particularly storm water runoff, something that's a national crisis." The San Diego Port Authority's director of planning indicates, "It's not just up to the government to solve this problem. It's going to take everybody's effort. And it starts with the pesticides at our homes and where we change our oil." Several examples of newspaper articles on pesticide issues are provided in the Appendix.

The source of the problem may be getting larger as more and more consumers discover the joys of home gardening. According to *Home Improvement Market* magazine, consumers spent almost \$26 billion on lawn and garden goods in 1994, up more than \$4 billion from the 1993 survey. The four areas that saw the largest increase were flower gardening, landscaping, vegetable gardening and lawn care — all practices that employ pest management.

The growth is being attributed to the baby boomers. The study defined the average target consumers as college-educated, with professional or business occupations and annual household incomes exceeding \$30,000. Studies show that these 30- to 49-year-olds are interested in environmental stewardship, and may help make some social and environmental issues mainstream topics of interest.

So, the issues related to pesticide use, whether correctly defined by the media or not, increase in urgency as government and civic organizations focus attention on the dangers of improper residential pesticide use and disposal. The opportunity for POTWs to take the lead in public education is tremendous. As professionals who have a stake in water quality, and as a prime connection with consumers, POTWs have the chance to play a large role in pesticide public education campaigns.

According to the DPR survey of POTWs, a large percentage indicated that they were uncertain as to how significant a problem is posed by various pesticide uses. It is interesting to note that the perception of the pesticides problem among those surveyed. When queried as to the source of the pesticide problem in their service area, POTWs responded that the following chemicals were “very significant” or “somewhat significant.”

The difference between all respondents and those who are located in the San Francisco Bay Area are:

	<b>All</b>	<b>Bay Area</b>
Copper-containing pesticides	20.9%	39.4%
Diazinon	16.2%	27.3%
Tributyltin (TBT)	13.6%	30.0%
Chlorpyrifos (Dursban)	9.0%	12.1%
Other	23.5%	26.7%

# Review Your Previous Campaigns or Educational Efforts

The first part of the assessment process is reviewing what types of public education activities your facility has completed. The review should focus on both your successes and failures. Often you learn a great deal about programs when they don't succeed. Look at these as an important part of the learning process and incorporate them in your review.

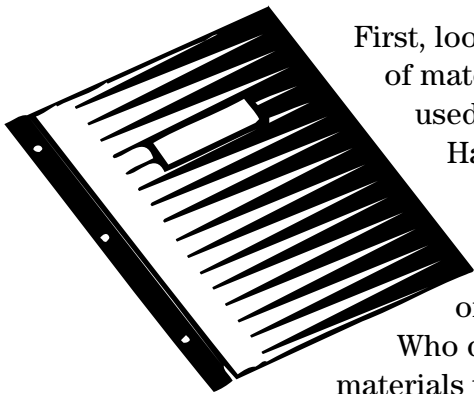
Set aside time to review past materials. Select a place where you can spread out the materials and have room to view them. Choose a date when you can devote uninterrupted time to the review process. Invite other people to be part of the process, especially if they know about past campaigns or educational efforts. (See the section entitled "Gaining Employee Support.") Having other people take part in the review process may allow you to see things from new angles.

like to try in the near future. Keep these things in mind as you work at creating your pesticide public education campaign.

Next, look at the messages that were used in the campaign. Did you have an overall slogan or unifying theme? Was there a clear and consistent message used throughout the materials? Which messages do you think were well received or successful, and why? List those characteristics of messages you thought were successful. Keep this list handy as you develop messages for your new campaign.

For future reference, keep all of your public education materials in one place. You can compile them in a folder, envelope or binder, as long as they all are kept together. Make sure there is a date and an explanation of use on all materials. Doing this will eliminate the guesswork involved in determining where and when the materials were used. This will make it easier to plan for all future campaigns.

After reviewing all of your previous materials and efforts, look at what still needs to be done. Have you created a great partnership program with a retailer but haven't done any media relations? Have you used bill inserts to inform consumers but been out in the community to educate homeowners? Try to determine not only what has been done, but also what elements are deficient, or what you'd like to do in the future.



First, look at what types of materials you've used in the past.


Have there been flyers, brochures, pamphlets, or bill inserts?

Who did you send the materials to? What did the

materials look like and how did you identify your agency (logo, address or phone number)? Once you've analyzed the materials, determine what has worked well for you in the past. List tactics that you haven't tried but would

# Review of Other Programs


In the process of developing your own public education campaign, you will undoubtedly come across information and materials from other campaigns that you would like to incorporate into your program. We have even used some of these programs such as Central Contra Costa Sanitary District's project as examples of successful programs. An overview of Central Contra Costa Sanitary District's campaign is included in the Appendix.

 **Reviewing other campaigns on pesticide use and environmental programs will give you the opportunity to see the variety of ways in which a campaign can be constructed.**

**Keep a file of flyers, pamphlets and fact sheets that you like.**

**Determine what elements you find most appealing, and keep these in mind as you construct your own campaign.**

While it is advantageous to gather information from similar campaigns, it is wise to use caution when attempting to pattern your program after those conducted by others. Don't assume just because a program has been implemented in the past that it was 1) successful and 2) based on good science. Great graphics and catchy slogans should never be a substitute for valid and important information.

 **Simplicity in conveying a few very specific messages is a mark of a good campaign. Remember, your customers will probably be reluctant to change long-standing household or business practices, and they certainly don't want to wade through a complex scientific lecture to find out how important their actions are to the environment. Short and to-the-point statements related to the "bottom line" will make the case.**

DPR conducted an extensive review of other programs and while they are used throughout the workbook as examples of various elements, we have designed the themes, logos and written materials around the most important messages for California residents.

# A Note about Copyright Laws

Copyright is the right of authors to control the reproduction and use of their creative expressions, which have been fixed in tangible form. The types of creative expression eligible for copyright protection include literary, graphic, photographic, audiovisual, and musical works. Ideas and facts are never protected by a copyright. Rather, the copyright pertains only to the literary, musical, graphical or artistic form in which an author expresses intellectual concepts. You are always free to report the facts contained in any copyrighted material. However, you may not employ the same or essentially the same combination of words, structure, and tone, which comprises the expression of those facts.

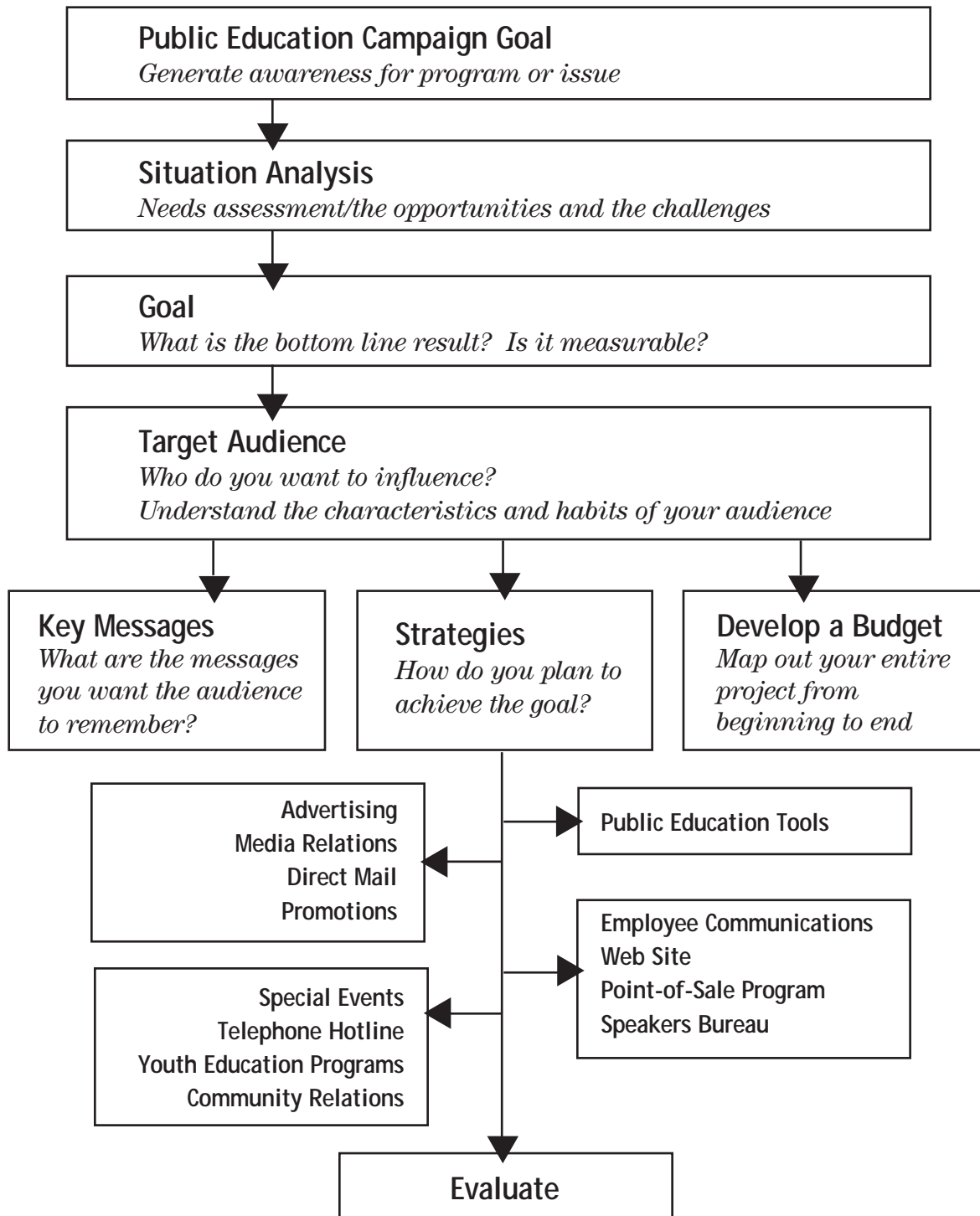
(Source: Associated Press Stylebook)

Work that is copyrighted is typically identified by the symbol © with the word copyright adjacent to it. You may use copyrighted material if you show the copyright and do not use it for your financial gain without permission. If you are considering whether you can use copyrighted materials for your campaign, you should always consult the district's general counsel. Materials produced by the U.S. government is free of copyright restrictions. Many state and local government also allow free use of materials they produce, usually asking only that you credit the source. Again, check with your general counsel to be sure, and it is always best to ask permission from the originating agency before using their material.

(For more information on copyright laws, see the U.S. Copyright Office's Web site at <http://lcweb.loc.gov/copyright>.)



# Elements of a Public Education Campaign





# Goals and Objectives

**T**he key to an effective consumer education program is to organize the components into a complete, logical and persuasive plan. The plan should detail the procedures that will help meet certain objectives and explain how their progress will be measured. A complete situational analysis should be included to guide the selection of goals and objectives. A situational analysis is similar to information presented in the needs assessment section of this workbook and reviews the opportunities for marketing action. It also takes into account the “what if” scenarios. For example, what if detection of pesticides continues to increase and residential misuse is identified as a point source?

## Goals

A consumer education program must start with a clear understanding of your goals. Think of the goal or goals as the bottom-line result that you hope to achieve in the campaign. It's not necessarily changing the ways homeowners use and dispose of pesticides; it's quite possibly a reduction or containment of detectable pesticide residues in the public water system.

You need to consider measurability of the goals. For instance, if one of your goals is to reduce detected residues of specific pesticides in your influent, you must have baseline data that you can

later compare with results of tests conducted after your education campaign. Be realistic when setting goals. Perhaps a goal of increasing consumer awareness of their responsibility in protecting California's water is more achievable than an immediate reduction in detectable pesticide levels.

For instance, the goals of a POTW public education campaign could be to:

- Encourage proper disposal of pesticides among residential users
- Increase awareness of responsible home pesticide use

These might seem simplistic, but campaign goals are designed to be focused on the end result. It is how you will accomplish the goals that determines a successful campaign. Typically, through strategies that are applied to a specific target audience, communication and education will achieve the goal.

We know that there are two distinct paths toward the end result:

1. Educate consumers about proper purchase, use and disposal of home-use pesticides; and
2. Educate consumers about integrated pest management as a way of using pesticides more wisely and reducing overall pesticide use.

# A Look at the Communication Process

There is a critical path you must take to complete the process of communicating with an audience. Whether it's written or verbal communication, you must reach the audience with a specific message, make the audience listen, then

make them believe what you are saying, and compel them to act on the message.

In building an education outreach plan, analyze the process of communication through the following points:

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## Analyze your target audience

Who are they?

What do they perceive about you, your district and the issues?

What are their primary concerns?

What will make them listen?

---

## Encourage them to listen

Start with a powerful opening or a compelling headline.

Relate quickly how the information is relevant to them.

---

## Help them believe your messages

Establish credibility through endorsements, scientific evidence or other allied association.

Demonstrate your shared concerns.

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## Encourage them to act on that belief

Close the loop by offering specific “action items” you want them to consider based on your key messages — keep items clear and simple.

# Target Audiences for the Public Education Campaign

Once you understand the situation and the “environment” in which you are operating, and you’ve designed specific, measurable goals, you need to define the target audience that you wish to influence in order to achieve the goals.

It is ineffective (if not impossible) to create a campaign and relevant messages/materials that will reach everyone. For this reason it is important to determine a specific target audience for the public education campaign.

Results from DPR’s survey of POTWs will shed some light on defining possible broad target audiences. When queried as to the source of the pesticide problem in their service area, POTWs responded that the following were “very significant” or “somewhat significant”:

Landscape maintenance and roadside weed control .....	33.3%
Agriculture .....	27.9%
Residential .....	27.0%
Parks and golf courses .....	21.3%
Business/commercial .....	18.0%
Industrial .....	12.7%

The Department of Pesticide Regulation and others have studied sewage inflows in urban areas to determine sources of contamination. These studies indicate that although much higher concentrations of pesticides are sometimes seen from commercial sources, the residential areas contribute much larger flows,

which translates into a greater residential contribution. Therefore, a source reduction strategy that focuses on reducing loads from residential sources would be the most effective strategy. If such a source reduction program can successfully increase the pollution prevention awareness of service area residents, inputs from commercial and other sources may also decrease.

Moreover, if you wish to target some of your educational efforts to commercial operations, there are several professional associations which communicate on a regular basis to their members. For example, the Pest Control Operators of California represents structural pest control businesses. The California Landscape Contractors Association educates its member landscape companies about relevant issues.

## Targeting Consumers

The most obvious audience to target for a pesticide public education campaign is consumers who are buying and using pesticide products. People use these products for a variety of tasks, from killing insects in their flower and vegetable gardens, to eliminating ants and fleas inside their homes. Many cleaning and disinfectant supplies are also classified as pesticides. As varied as these products are, and the people that use them, there are some common characteristics that allow us to develop a target audience.



**For a residential outreach campaign, the primary target is:**

**Homeowners who actively participate in gardening activities and home improvement — the consumers most likely to purchase and use pesticide products.**

## Profile of the Target Audience

Most pesticide use by homeowners is for the control of indoor and garden pests and for cleaning. Residents who use pesticides are often engaged in home improvement or gardening projects around their homes. The improper use and disposal of these products may lead to increased pesticide residues in community waterways and municipal water supplies.

According to an April 1997 article in *American Demographics*, “One in four Americans says that gardening is a real hobby or interest of theirs.” The same article notes that home ownership is one of the most likely predictors of someone’s interest in gardening. A 1994 survey for the National Gardening Association estimated that 75 percent of U.S. households had at least one resident who gardened.

Data indicates that consumers are more likely to consider environmental impact

when purchasing gardening and household products. The Green Gauge study, conducted by Roper Starch Worldwide, found that, “Environmental concerns matter more in some industries than they do in others... that people pay more attention to environmental factors when buying things that have an obvious and direct impact on the environment, such as lawn-and-garden products and household cleaners.” People want to be educated about pesticide purchases, use and disposal, through the efforts of a public education campaign.

### Communications Base

Before you begin, your messages must be clearly defined and understood. Since the goal of this education outreach campaign is to encourage proper pesticide use and disposal, the strategies and tactics involved should be turned into a communication strategy guideline.

To summarize the two most important areas to cover:

## 1. General pesticide purchase, use and disposal:

### ■ *Proper identification of the pest problem.*

Consumers tend to generalize and lump categories of pests. They need to ask nursery personnel, or consult a how-to book or magazine garden section. Consumers should be encouraged to seek the least-toxic, most pest-specific treatment.

### ■ *Consumers need to read labels before purchase.*

Many tend to select products based on sales promotion, pull it off the shelf, put it in their basket and move along. They won't realize until later that they bought enough concentrate to last many years. However, concerned about shelf life, consumers will probably want to dispose of it much sooner. By reading the label before purchase, consumers will understand that a little concentrate goes a long way.



### ■ *Using pesticides safely means responsible use.*

Encouraging consumers to use pesticides according to label instructions with safety measures in mind (for example, remember children and pets) will encourage them to treat pesticides with respect. Overuse or misuse of pesticides can cause problems.

### ■ *The “don’ts” of disposal.*

The risks of improper pesticide disposal are great enough to warrant a listing of don’ts for consumers.

Such a list would include “don’t flush pesticides down the drain or toilet” for example, and a reminder about local and federal disposal restrictions.



## 2. Integrated Pest Management (IPM):

Convincing consumers to adopt IPM may be a challenge because IPM is not a rote method that produces quick results. IPM is a decision-making process which involves working with nature to create conditions that make it difficult for pests to survive, while encouraging beneficial organisms to flourish. It is a problem-solving approach to pest control that employs the least-toxic methods. IPM emphasizes preventing and reducing the source of pest problems rather than treating the symptoms. It encourages us to realize that living organisms only become pests when their populations exceed certain threshold levels. Though not strictly a non-chemical approach, an IPM program will generally result in a reduction in the use of pesticides. By working with nature rather than against it, there are usually more effective ways to manage pest problems.

## Components of an IPM program:

### ■ *Initial information gathering.*

Identify the pest problem. This is the first and most important step — figuring out exactly what you’re up against. Some pests (or signs of them) are unmistakable. Other signs that make you think “pest” can be misleading. For example, what may look like a plant disease may be, in fact, a sign of poor soil or lack of water. Use free sources in your area to help identify your pest problem and learn the most effective methods to control it. These sources include library reference books (such as field guides or gardening books), pest specialists in your county’s office of the University of California Cooperative Extension Service, and local plant nurseries. These sources are usually listed in the telephone book.

### ■ *Monitoring.*

Observe sites at regular intervals for potential pest problems.

### ■ *Establishing injury levels.*

Determine when the pest problem will warrant corrective action. Decide how much pest control is necessary and appropriate.

### ■ *Recordkeeping.*

Maintain an accurate recordkeeping system to document observations, decisions made, actions taken, and results.

### ■ *Selection of reduced-risk alternatives.*

Use the following objectives when selecting pest management approaches and specific methods: least disruptive of natural controls, least hazardous to human health, least toxic to non-target organisms, least damaging to the environment, most likely to produce a permanent reduction in the supportive environment for the target pest(s), and most cost-effective considering both short- and long-term objectives.

### ■ *Evaluation.*

Evaluate the effectiveness of the IPM program and make adjustments as needed.

For more information on integrated pest management, see the Resource Guide.

# Pesticide Use and the Target Audience

Once you are familiar with the profile of the target audience, you can look at its use of pesticide products. It is important to understand the characteristics and habits of consumers as you formulate your public education campaign.

The largest concern, because of its popularity and the room for user error, is pesticide use by home gardeners. Garden products are sold in both ready-to-use containers and in concentrate. The measuring and mixing of concentrated garden products means that homeowners are responsible for carefully reading directions and accurately preparing the mixtures. This is the first potential problem, since higher concentrations of pesticides may find their way into the water system.



**Another major concern involves application of pesticides. Homeowners need to be aware of factors, such as spraying on or near concrete, which can lead to runoff. The user may not be educated on the proper use of the products, and potential risks that may come as a result of specific conditions.**



**Another potential problem arises when it is time to dispose of garden pesticide products. Users may dispose of the excess product down the drain, or pour it on a paved surface. Homeowners may not understand that these practices can severely harm water quality and aquatic life.**

Indoor pest management is another area of concern. Most household pesticide products that are designed for in-home use are sold in ready-to-use containers. The bottle or can will probably be stored in a cabinet and used periodically to control pests. While it is likely that homeowners may use more of the product than is called for, the residual effects usually remain on the surface that is sprayed (e.g., the kitchen floor or laundry room counter). The potential problem for these products is mainly in their disposal.

It is important to note that while there are literally hundreds of messages going out to consumers regarding safety and the environment, there is still room for a strategic campaign aimed at the safe and responsible use of pesticides. As pointed out in an August 1997 *American Demographics* feature article:

*"Americans are also aware there's much to be done. Almost three-fourths think they should be doing more for the environment, according to Roper [Starch Worldwide]. Yet just 6 percent of consumers consider a product's environmental impact as a primary factor in their decision to buy it. This potential guilt gap indicates fertile ground for upping the ante on America's environmental conscience. If our concern is close enough to the surface, it might not be difficult to stir it into action."*

With this information in mind, it is now possible to continue the creation of your public education campaign.



# Strategies

The strategies in your communication plan are based on your goals and the methods used to reach your target audience. For example, take the broad audience of homeowners ages 25 to 54 and consider ways to rationally build a host of opportunities to reach them. For instance:

## Homeowners (25 – 54) who actively garden

We can build an opportunity profile by making some general assumptions:

- They may be more likely to have financial resources given the fact that they are homeowners and they have enough land to garden.
- Because they are gardeners, they probably read the gardening section of their local newspaper and they might be interested in the weekend garden program on the local radio station.
- They purchase pesticides at garden centers and independent nurseries. They might even enroll in a class there regarding a specific area of interest.

Reach this defined audience with the communications methods available to “move” your message:

- Newspaper garden sections
- Radio or television feature programs
- Direct mail opportunities via the purchasing of mailing lists

- Bill inserts in mailings other than your own billing (sorted by zip)
- Retail point-of-sale program at local garden center

Mapping out your plan involves outlining your goals and messages, and the communications methods you will use to reach your audience. For instance:

- Place a series of columns with the local newspaper garden editor and writer
- Conduct regional spokesperson tour in conjunction with Earth Day activities

These become two strategies with the actual execution of each defined through the plan. You should also consider localizing story angles — making sure that if you have statewide statistics, you relate them to your “backyard” and make them more newsworthy and compelling to the local/regional audience.

These goals and strategies become critical in evaluating your programs. However, to adequately discern if you have achieved your goals, you need to conduct pre- and post-program research or somehow set a benchmark to measure success. Evaluation programs will be discussed further in this workbook.



# Budget Development for a Public Education Campaign

Any public or semi-private entity understands the nature and reality of limited budgets. We can consider the budget crunch an everyday dilemma. When budgeting for a campaign, be sure to build in efficiencies such as partnership opportunities and “free publicity” venues. It is also important to carefully construct and manage the budget.

The following provides a checklist in the development of a budget for a campaign. This assumes that you need to keep track of staff time as part of the budget planning process.

## Where to Start

- ☐ Take time to map out the project before it begins
- ☐ Outline all expected staff time and out-of-pocket expenses line by line
- ☐ Research and request bids for all expenses, getting several for any large items such as printing
- ☐ Discuss/review the budget with a supervisor or coworker as a reality check
- ☐ Estimate ballpark figures when possible
- ☐ Include tax on all hard costs as appropriate — this can be quite a surprise
- ☐ Include a 5 to 10 percent contingency if possible
- ☐ Formally write up budget and provide to all appropriate parties

## How to Implement

- ☐ Provide all management/communications team members with detailed budget for each project
- ☐ Provide staff members with estimated time they can spend on a project, along with the estimated expenses for specific hard costs
- ☐ Have team members alert a supervisor immediately if time or out-of-pocket expenses are getting “out of control”
- ☐ Review detailed budget status each month and have major vendors provide the same
- ☐ Maintain monthly budget trackers and estimated remaining budget
- ☐ Designate a member of the management team as a budget point person
- ☐ Keep copies of all signed estimates and invoices to help track expenses
- ☐ Create an invoice binder for easy reference

## Budgeting Tips

- ☐ Use previous similar programs as budget guidelines
- ☐ Always call vendors for estimates — don’t “guesstimate”
- ☐ Document discussions that might impact budget
- ☐ Include miscellaneous expenses such as administrative costs

## Event and Services Checklist

The following provides some standard items to consider for out-of-pocket expenses and possible services/staffing time requirements

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### Typical Event Out-of-Pocket List

- ☐ Venue costs (e.g., hotel conference room rental)
- ☐ Audio visual equipment/stage/podium
- ☐ Insurance
- ☐ Food and beverage
- ☐ Flowers/centerpieces
- ☐ Photographer, videographer
- ☐ Invitations
- ☐ Guest book, media leave-behind gift (e.g., T-shirts, keychains), press kits
- ☐ Speaker honorariums
- ☐ Travel and lodging (complete detailed list)
- ☐ Shipping, freight, postage, messenger, FedEx, UPS
- ☐ Phone, fax, cell phone, copying
- ☐ On-going internal communications
- ☐ Planning and update meetings
- ☐ Site research/site check
- ☐ Speaker contact and coordination
- ☐ Write/review speaker and/or client remarks
- ☐ Coordinate AV needs, food and beverage, stage/podium, flowers, photographer
- ☐ Develop event time line and event flow
- ☐ Coordinate travel/lodging arrangements
- ☐ Coordinate press materials
- ☐ Coordinate gifts for participants/speakers (e.g., garden aprons with logo, t-shirts)
- ☐ Event run-through or rehearsal
- ☐ Coordinate broadcast and print monitoring
- ☐ Travel to and from event
- ☐ Attend event
- ☐ Management correspondence and status reports
- ☐ Follow-up: thank you letters, follow-up on vendor invoices and billing
- ☐ Coordinate monthly budget status
- ☐ Results reporting (clip reports, broadcast placements)

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### Typical Time-Consuming Services for Event

- ☐ Develop event concept
- ☐ Research/contact speakers
- ☐ Write invitation copy
- ☐ Coordinate design, proofing, printing
- ☐ Coordinate mailing
- ☐ Development invitation list/media list (qualify by phone)

# Persuasion's Role in the Public Education Campaign

**Y**our mission in a public education campaign is to change the behaviors of those people who are likely to misuse and improperly dispose of pesticides. To change attitudes and behaviors there must be an element of persuasion included in the campaign. Persuasion can be defined as the act of influencing a person to make a desirable choice. For the purpose of your public education campaign, you are attempting to influence homeowners to use and dispose of pesticides properly.

Throughout the public education effort, most of the communications should serve the purpose of influencing people's behavior. Whether the campaign's goal is to encourage people to conserve energy, stop littering or use and dispose of pesticides wisely, the goal is to influence their behavior. The communication tools — such as bill inserts, brochures, advertisements, special events etc., should persuade people to take action with specific suggestions for taking action. For example, when describing to consumers how to properly dispose of pesticides, suggest the following:

*Dispose of all empty pesticide containers by placing them in the garbage for shipment to a landfill. For unused dry pesticides, wrap individual packages in several layers of newspapers and tape or*

*tie the package closed. Place these wrapped packages in the garbage.*



**The persuasive power of a message or a campaign is dependent upon several factors. People will take into account the evidence presented, the source of the information, and the impact the issue has on them. The evidence is the factual information available that describes the problem. Evidence about the impact of pesticides on water quality is not difficult to find. Make the evidence compelling for your target audience. The source of the information is your agency, and any partners you choose to include on your materials. The impact is how pesticide use directly affects the target audience. Homeowners must understand why they should care about how use and disposal of pesticides. For example, you may appeal to your customers' environmental concerns. Or you may point out that as ratepayers, they could face higher costs if water quality declines.**

Persuasion in a public education campaign should never attempt to manipulate people or propagandize issues. Persuasion is based on truthful information and the presentation of messages through various forms of communication.

# Gaining Support from Community Leaders

The goal of any public education campaign is to generate greater awareness for your program and issue. One way to increase the visibility of your campaign is to solicit the involvement of key community leaders. These people may hold a variety of positions within the community, but they are all individuals who are easily recognizable to citizens.

Key community leaders may include, but are not limited to:

- Mayors
- City council members
- County supervisors
- Assembly members
- State senators
- City/county government department heads
- Professors at local universities and colleges
- Prominent business leaders
- Community activists
- Executive directors of relevant non-profit organizations
- Civic leaders
- Media personalities

Having a community leader associated with your program can help you in many ways. It helps get the word out about what you are trying to do. A community leader who knows about your program may be more likely to bring it up in

conversation with other people.

Endorsements from community leaders give your program a heightened sense of credibility, as long as the leader is a trustworthy source.

Before you approach a community leader, formulate a specific request for help. Do you want an endorsement? Would you like the leader to publicize your program during a meeting or conference? Would you like them to mention it to other key community contacts? Be very clear about the leader's role. It may help to write your objectives for each person you want to approach.

Before you contact any community leaders, make sure you have the backup and support material needed to convince them that they should take notice of your program. Your first approach should be in writing. Many community leaders receive dozens of phone calls and requests each day, so written materials will give them the opportunity to review the program at their convenience. Include a brief cover letter with one or two pages of information attached. Don't overload the letter with a lot of details. In the letter, state that you will follow up within the next week, and do so promptly. Don't be discouraged if your call is not returned right away. Be persistent without being pushy.

Gaining support from community leaders is just the first step. Once these people are part of your program, work to maintain a relationship with them. Stay

in contact with the leaders on a regular basis. This can be done via e-mail, fax or phone. Do not interrupt them with calls unless it is very important. Even if you don't need help right away, keep your contacts updated. Send regular progress reports and ask for support along the way. Invite your key community leaders to any special event. This not only makes them feel important, but gives them

additional opportunities to become involved with your program.

Once you establish key community contacts, keep the relationship going. Even when your campaign ends, drop notes to your community leaders to keep them up to date on your facility and any other news you may have. These contacts will prove valuable.

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## Key Months for Conducting a Campaign

Every issue has its season. Therefore, it makes sense that some times are better than others for a public education campaign on pesticides. In a 1996 survey of POTWs, **the most common months for campaigns were April, May and June**. The least desirable dates were November, December and January. Taking into account that a key target audience is home gardeners, it stands to reason that the campaigns were carried out when growing season begins.

It is logical that a pesticide-oriented campaign would occur and have the greatest chance for success during the growing season. California's weather provides for a longer-than-average season, and the exact times for the growing season will vary depending on your area.

Avoid campaign dates that coincide with major holidays or other special events

that may distract public attention. Check for significant dates in your community with your convention visitors bureau or chamber of commerce. They usually have master calendars of upcoming events. Also remember that many people go on vacations in June, July and August. A campaign during this time may not be as effective as one that runs in March or April. In addition, people tend to purchase more gardening supplies at the beginning of the spring growing season.

Also keep in mind that no matter when you schedule your campaign, it is essential to begin planning several months in advance. If you plan to conduct your campaign in March, it is wise to begin planning at least the previous summer or sooner. You will need this lead time to create partnerships, set up special events, and prepare materials.

# Involving Employees in the Public Education Campaign

**Y**our employees can be a valuable part of the public education process. Often, their opinions and ideas can become an integral part of a campaign. Include your employees in the entire process. When trying to figure out where employees fit into the campaign, remember three important steps: educate, involve, and reward.

## Educate Employees

- Bring employees on from the beginning. By including employees from the initial formation of your campaign to its conclusion, you will form a dedicated team willing to put forth the effort necessary for success.
- Explain the challenge to employees. It is important for everyone to fully understand the need for action. They will be able to use this background information to more effectively promote the campaign. Consumers' lack of knowledge about pesticide use may affect the environment, their personal health, and their families and friends. Illustrate the importance of the campaign by explaining how it will directly affect consumers' lives.
- Specify the employee role. Part of developing a team to work on the campaign is establishing roles for each member. Employees need to feel a sense of ownership in projects.

Whether it is a simple task or a complex assignment, employees will feel important to the success of the program if they have a specific responsibility.

- Avoid being redundant or overloading people with messages. Do not make your employees feel incompetent by repeatedly feeding them the same messages and information. Employees also may become frustrated if they feel overloaded.
- Communicate actively with employees. Relay messages in face-to-face meetings. Whenever possible provide written materials as backup. Let employees know that you have an open door and that they can approach you at any time with questions, concerns, or new ideas.

## Involve Employees

- Allow employees to take part in the creation of the campaign and campaign elements. Involving employees from all levels of the district in the creation and planning of the campaign will increase overall support. Through direct involvement, employees will feel they are contributing valuable input into the program. This in turn will positively affect the amount of dedication and effort that each employee gives to the campaign.



- Assigning tasks (no matter how small) to employees gives them ownership. Making employees realize that they are valuable to the district and the campaign can easily be achieved by assigning each a specific task. Any amount of responsibility will let them know that their contribution is valued and respected, and this will give each person more reason to believe in the program.
- Give frequent updates. Don't just unveil a program and then let communications drop. Keep employees "in the loop" to maintain the initial levels of excitement and involvement. Provide weekly or monthly district-wide updates on overall status and progress. It may be a good idea to set a schedule of regular meetings with employees.
- Post a bulletin board that shows campaign progress. Tell employees the number of brochures distributed or the number of presentations made. Everyone will be interested to learn how their individual contributions affected the overall results.
- Encourage employees to share ideas. Employees at all levels can make contributions that will enhance the campaign. One new idea may generate more ideas. Encourage teamwork.
- Remember to set a good example for employees. Be enthusiastic about the program. Management bears the responsibility to "sell" the program to

employees. Share positive experiences you have encountered on the campaign with your employees to make them curious and interested.

## Reward Employees

Recognize employee contributions to the campaign. This can be done in several ways:

- Identify employees who made exceptional efforts or successfully completed their tasks. This can be included in regular updates, such as district memos or newsletters.
- Acknowledge employees' special achievements at staff meetings or other district meetings that aren't related to the campaign.
- Present small gifts or awards to employees who contributed ideas and suggestions that were implemented as part of the campaign.
- Set goals for the program that can be achieved through the combined effort of all employees, and host a barbecue for employees and their families when that goal is achieved.
- Provide food at your campaign meetings. Serving sweet rolls at a breakfast meeting, sandwiches during lunchtime gatherings, or cookies and soda for an afternoon planning session can boost the morale of employees and may make them more willing to participate.

# Public Education Campaign Checklist for Employees

Before beginning any new campaign, make sure to include employees in each step of the planning and execution. Use this checklist to incorporate the three-step philosophy described in the workbook.



## 1. Educate Employees

- ☐ Involve employees in initial planning
- ☐ Explain background problems to employees
- ☐ Include employees in problem-solving planning
- ☐ Show employees why they should care about the new campaign
- ☐ Provide employees with a complete understanding of the program and information to complete their specified role
- ☐ Convey clear and concise message points to employees
- ☐ Relay messages in face-to-face meetings whenever possible
- ☐ Provide written materials to employees when meetings are not possible
- ☐ Keep an open-door policy

## 2. Involve Employees

- ☐ Allow employees to take part in the creation of campaign and campaign elements
- ☐ Assign tasks to employees, no matter how small, to give them ownership
- ☐ Schedule regular meetings to keep employees updated
- ☐ Provide employees frequent status reports
- ☐ Post a progress or status report
- ☐ Have a party or barbecue when goals are achieved
- ☐ Encourage employees to share ideas throughout the campaign
- ☐ Reinforce teamwork with participation from everyone
- ☐ Set a good example: remain enthusiastic and motivated
- ☐ Keep an open-door policy

## 3. Reward Employees

- ☐ Highlight employees who have put in exceptional effort in meetings, memos or in the newsletter
- ☐ Acknowledge employees' special achievements at staff meetings that aren't related to the campaign
- ☐ Present small gifts/awards to those employees whose ideas were included in the campaign
- ☐ Offer a few hours of time off when employees volunteer for extra activities
- ☐ Arrange for food to be served at campaign meetings
- ☐ Create an employee appreciation event at the end of the campaign
- ☐ Acknowledge employees' contributions with personalized certificates
- ☐ Keep an open-door policy



# Evaluating the Progress of the Campaign

**E**valuating the campaign should be an integral part of the campaign planning process. An organized, measurement-oriented evaluation process becomes a valuable assessment tool for the continuation and expansion of communication efforts.

Measurements will vary, depending on the communication vehicles employed throughout the campaign. Some standard measurement practices include:

<b>Advertising</b>	Thousands reached in target audience
	Frequency of messages received by target audience
	Cost per thousand for an efficiency factor
<b>Public Relations</b>	Thousands reached through circulation of publications
	Thousands reached by estimated broadcast audience for the time frame of a certain airing
	Advertising equivalency value (it would have cost \$xx.xx to have paid for an ad the equivalent size and placement of an article)
	Number of people in a direct audience at an event or speech
	Number of people who call a published 800#
	Number of people who request a brochure
<b>Direct Mail</b>	Number of people who ask a retailer a specified question given out in a campaign message
<b>Promotions</b>	Thousands reached through direct mail list
	Number of people who request publication or respond to survey
<b>Promotions</b>	Number of people requesting premium items
	Number of brochures taken from retail racks
	Number of flyers distributed at a retail event
<b>Internal Communications</b>	Number of employees volunteering for spokesperson training
	Poll of managers on morale

These measurement techniques are not as qualitative as those that gauge consumer actions and attitudes before and after the outreach effort. However, publicly-funded campaigns rarely have the budgets to conduct extensive surveys. It should also be understood that changing public sentiments and habits requires a long period of time and repetitive efforts.

Bottom line measurable signs of success for a POTW public education campaign might include:

- A decrease in the percentage of toxins in water after the campaign compared to before a campaign.
- An increase in public awareness as determined through pre- and post-campaign consumer attitude surveys.



**Assuming no professional, large-scale measurement survey can be commissioned, a POTW can conduct its own survey as a bill insert. By regularly polling its customers, a district can track progress toward its program goals. At the same time, this approach supports the educational element of the outreach campaign. Public awareness increases when consumers are periodically queried about their purchase, use and disposal of pesticides.**

# Definition and Analysis of Media

To develop an up-to-date media directory for your region, there are many sources available. Check the local Yellow Pages for general information on local newspapers and broadcasters. At your local library, you can ask for a media directory such as that published by *Editor and Publisher* magazine. Another publication, *California Metro Media*, covers all print and broadcast organizations in the state and includes specific contacts for subject categories. Once you have the names and contact information, call the newspapers, television and radio stations to make sure the information is current, especially the name of the producer or reporter/editor you have as a contact. Media people tend to move around frequently.



## Newspapers

There were 98 daily newspapers and 593 weeklies in California in mid-1998. Dailies typically have larger circulations and more specialized staff reporters. For instance, reporters who cover only environmental issues might be found at the larger daily papers. Weeklies and smaller daily papers have smaller staffs. Reporters there tend to be generalists who cover a wide variety of issues. They may have little experience in environmental coverage. These smaller papers rely heavily on news releases and might print them verbatim from credible sources. Larger newspapers will view releases as ideas for stories but will investigate and write original copy before a story is run.

## Deadlines

Deadlines depend on many factors, most importantly publishing cycle. Morning papers have deadlines starting late in the afternoon the day before publication. Only breaking news (usually sporting events) can be completed in the late evening and still make the morning run. Afternoon newspapers typically have early morning deadlines. Deadlines for weeklies depend on day of publication and printing press schedules.

Specialty sections within any paper (such as the gardening section) have various deadlines. However, the deadline is generally at least two days before publication. Call to check.

## Coverage

Daily newspapers cover international, national, regional and local news, so you can tailor your press materials to interest the state, regional or local angle. Weekly newspapers are usually interested in regional or, more specifically, local news, so news releases should be very specific to local interest.

## Placement

Decision-making varies depending on newspaper size. The larger dailies have subject-matter editors. Most key editors meet daily to share story ideas for feature pages.

To place a story in a newspaper, you should be familiar with the staff structure and how it applies to your story angle. If a story needs to reach gardeners and there is a gardening or outdoor editor at a paper, that is your best start. First send a letter or release that outlines the story ideas and specific facts. Then follow up by phone. However, DO NOT call just to ask if they received the letter or release. Follow up with a specific offer of an interview or other information not contained in the written communications. Explain the importance of the issue to their readership. This is part of grooming relationships with publications that will be of value in the future.

## Category opportunities

Major dailies typically offer the following sections and opportunities. Some examples of appropriate story angles:

### Garden section

You can approach the editor about an education campaign, especially if there is an event scheduled with a retailer. Make sure you let them know that this is a statewide “situation” with local programs that will impact the quality of life for everyone.

### Lifestyle section

You can approach this editor about information that shows our changing lifestyle and our more environment-friendly habits. As part of this broader story, you can translate important information about the purchase, use and proper disposal of home pesticides.

### Business section

If you have a retailer involved in a partnership program, you can invite the business editor to explore how businesses are doing more and more “community relations” activities with your program as a prime example.

### Metro section

This is typically reserved for breaking news that affects the local region and is appropriate for news conferences or other important and timely stories that don’t have the “shelf life” of the previous feature ideas.

## Magazines

Many regional and special interest magazines are circulated to California audiences. Keep in mind, magazines don't have to be published in California to be of interest to California residents. Regional magazines include such titles as *Diablo Magazine* (Contra Costa County), *The East Bay Monthly* and *Los Angeles Magazine*. Local magazines and newsletters from community gardening clubs and nurseries offer excellent opportunities to place pesticide feature stories.

Special interest magazines that may cover specific educational efforts that protect California's environment include *California Flyfisher*, *California Game & Fish*, *California Landscaping*, *California Wild* and national publications such as *Gardening Life*, *Outdoors and Home*, *Lawn and Leisure*.

## Deadlines

Magazines have long lead times for deadlines, usually needing materials at least a month, if not several months, before publication date. They are not for breaking news items, but can do great feature work in the environmental arena.

## Placement

Due to their long lead time before publication, magazines are more feature-oriented and tend not to cover press conferences and events. However, you can call the editor of the most appropriate section (lifestyles, business and

outdoor are typical general magazine sections) to discuss an in-depth story. To have a positive outcome, position both the problem and the potential solutions of which you are a part. Again, start with a letter and follow-up by phone with a specific plan to give the editor a complete story. Maybe it's a tour of your facility and an example of your inspection process and what it means to public health and safety.

## Category opportunities

Within the print publication industry, focus your efforts on special-interest magazines to reach the specific audience you want to reach. For instance:

### Gardening

Knowing that readers of gardening magazines are more knowledgeable than others about the use of home pesticides, your story angles and materials can be more advanced and to the point.

### Outdoor

Magazines that reach people who love the outdoors, especially water sports, will be interested to know that they might have an inadvertent hand in water pollution problems.

### Regional publications

These magazine editors are always looking for topics within the region that make them stand out. You might want to tailor the materials to show how the community has progressed toward halting pollution in its lakes and streams.

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## Radio

There were 243 commercial AM stations and 346 commercial FM stations in California in mid-1998, many without their own news departments or news editors. News-talk stations are on the AM dial and FM stations tend to be music-oriented. Many of the larger FM stations also have news departments.

### Deadlines and placement

Radio is an immediate medium. Even faster than television, radio will report on stories as they are happening. However, for a normal news cycle with a feature angle to it, you should consider approaching an assignment editor (the person who assigns reporters to cover news stories) or a specific reporter who has covered the subject area, about a week in advance of the interview or “event.” The first approach is in writing, and typically faxed as an “advisory.” Keep in mind that radio reporters will be more interested in stories that have key interview or sound opportunities.

After an advisory, you can start following up with phone calls and then complete the cycle by sending a media “alert” to them the day before an event or interview opportunity.



**If you are placing a guest on a radio talk show, you should start “booking” the segment about three weeks in advance although you might not get confirmation until a few days out. Keep in mind that news talk shows are always looking for fresh subjects and those that originate locally offer an excellent opportunity to place a story.**

Radio news prides itself on being able to deliver the news first. Send breaking news releases to assignment editors at the larger news stations or to reporters interested in the environment and community activities.

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## Television

In mid-1998, there were 86 commercial television stations, 20 public broadcasting stations, and another 115 cable systems in the state. The number of cable systems illustrates the incredible fragmentation of the media via cable and Internet players. Although fragmentation makes it more difficult to place advertising dollars with efficiency, it sometimes makes it easy to direct public relations efforts to a specific audience. For instance, if there are regional TV programs targeted to the California gardener, you can be sure this audience is interested in gardening and has at least a casual knowledge of pesticide use.

Most commercial television stations have a local news department. Many smaller community stations have local programming during the weekends that deal with specific interests and can be a target for a spokesperson or program announcement.

### Deadlines and placement

Television news stations require time to edit video tape to put together a story for a later newscast. That can take anywhere from one to three hours, depending on the complexity of the story. This should be a factor in timing a press event or conference. Try to schedule it for mid-morning or mid-afternoon so reporters have time to prepare tape for noon newscasts or evening news.

In approaching the station, try the assignment editor for stories that will require a remote camera assignment.

Again, the first contact is in writing via fax. Then follow up with the editor via phone. The first communications should happen no more than two weeks in advance of the event or interview opportunity. Television operates on a short fuse. Assignment editors attend early morning editorial meetings, so try to reach them after 9 a.m. They typically have an afternoon assignment meeting as well, so be aware of their “busy hours.” If you are having trouble getting through to the assignment editor or have not received a positive response, shift your efforts to a likely reporter — one who has covered the subject matter and you know could be interested. Veteran reporters often submit their own story ideas.



**The news department wants stories that affect the majority of their viewers and have a visual component. Unlike radio and newspapers, visual opportunities are a dominant factor in determining coverage. For instance, a press conference staged at the edge of a stream with large graphic examples of point source pollution and demonstrations of the “do’s and don’ts of home pesticide use” will receive greater attention than a press conference staged in a central office with a spokesperson trying to describe the problem and efforts towards a solution.**



# Explanation of Media Opportunities

Just as the various types of media are varied, the opportunities with each are broad. Depending on the “immediacy” of the news value — breaking news where a certain study is being unveiled that shows how residential pesticide use contributes to water pollution or an on-going educational effort to get

consumers to use home pesticides responsibly — different media contact opportunities are possible.

Keep in mind that the news media is interested in stories concerning controversy/conflict, change and human drama.

## Print and Broadcast Story Opportunities

Breaking news	Immediate events, activities, and stories that are newsworthy.
Feature story	A story that reflects human nature, lifestyle, and current trends.
Investigative reports	An in-depth story that uncovers, chronicles and details a person, place or thing.
Personality/profile	An in-depth story about a person or organization that reflects its culture, personality, successes, failures.
Point/counterpoint	Interviews where two sides of an issue are discussed or debated. CNN’s Crossfire is an example of a point/counterpoint show.
Side bar	A shorter story that relates to a larger story and is usually positioned to the side of the larger story.
Editorial	A media outlet’s position on regional, state and national events, issues, trends.
Guest Editorial	A submission reflecting an organization’s position on local, state or national events and trends.
Community Calendar Listing	A listing of community events, shows, and public meetings occurring in a region.



## Print Interview Formats

Telephone	Telephone interviews are most common. The spokesperson provides reporter with the sound bites and information needed to prepare a story.
Desk-side briefing	Involves a face-to-face meeting with a reporter, usually at the offices of the media outlet. Used frequently in media tours to demonstrate new products/offerings.
On-location	Interviews that occur when the media come to an organization's location/event to conduct one-on-one interviews and gather any visuals to enhance a story.
Editorial board	A face-to-face or telephone interview with an editorial writer(s) to gain the media outlet's support for an organization's position.
News conference	A news conference is called to make a major announcement or, in crisis cases, to provide answers to many press inquiries at one time.

## Broadcast Interview Formats

Live or taped	An interview with a spokesperson(s) live at a scene or taped for airing at a later time.
Edited or unedited	An interview can be live or unedited, or taped and edited for airing at a specified time.
In-studio talk show or call-in show	These are live or taped interviews also where a spokesperson is able to voice a position on an issue/trend.
On-location stand-up	An interviews which happen at a site of a staged event, crisis or relevant subject area; they can be either taped or live.
Remote interview	Interviewer and spokesperson are in two completely different locations
Solo interview versus panel	A solo interview uses an expert to provide perspective or analysis for the story; a panel involves two or more experts.
News conference	A news conference can be called to make a major announcement or, in crisis cases, to provide answers to many press inquiries at one time.
Ambush interview:	A <i>60-Minutes</i> - or <i>Dateline</i> -style interview where an entire crew shows up to cover a story, generally with very little warning.

# Media Tools

News release	This is a brief information sheet that tells the news story and is written in a news format. A news release must contain news or it won't get printed. It should also be well-written and free from typographical errors or other blunders. You can prepare a news release in the same form and style as a reporter working for a newspaper and should therefore become familiar with journalism style including punctuation and spelling rules. An <i>Associated Press Stylebook</i> is highly recommended (available at your local bookstore).
Media advisory	This is a summary of an upcoming event that you want the media to cover or to announce to its audience. See example on page 48.
News conference	A news conference can be called to make a major announcement or, in crisis cases, to provide answers to many press inquiries at one time. We recommend not utilizing this public relations vehicle unless absolutely necessary. These types of events can be very difficult to control. Reporters tend to not show up at press conferences unless it's for breaking news or a crisis. Press tours or other gatherings of journalists on a more casual, interactive basis are preferred. If you have to call a conference, you can do it by phone and media advisory. Have background materials ready for journalists on site and to deliver to those not able to attend.
Media tour	This combines the use of a spokesperson (third party or trained employee) who goes to the media outlet to provide an interview or appear as a guest on an appropriate program. The media tour starts with a story idea that is provided to the newspaper editor or broadcast assignment editor via a one-page letter, also known as a pitch letter, that captures immediate attention. This is followed by contact phone calls to schedule the appointments. The spokesperson should be trained to deliver the important messages in each and every interview opportunity.

## Additional Tools to Explore

Public Service Announcements (PSA)	A PSA is a written or taped message that provides important information to the public and is absent of commercialism. A PSA to promote responsible pesticide handling would focus on very simple things that the public can do, and should clearly define why this action is needed. PSAs are typically delivered to the community relations or public affairs director of the media
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organization and are ready for direct reading, printing or playing. Getting a PSA aired or broadcast may take a number of phone calls and letters, but the end result will be worth the effort.

#### Press Kits

A press kit delivers many angles of a story. A comprehensive press kit for the source reduction outreach program could include the following:

- “Backgrounder” on the problem of pesticide residues in surface and ground water
- Summary of scientific resources or sources (e.g., books, universities, other organizations)
- News release on POTW efforts to reduce pesticide residues
- Biography of available spokesperson
- Information fact sheet on the operating statistics of the POTW
- Cover letter letting the reporter know how important the material is and asking for interview or other participation.

#### Letter to the editor

Letters to the editor appear in the editorial section of a newspaper. They are generally written by citizens with a point of view on current issues. You may wish to write a letter to the editor when an issue of concern to your district was the subject of a news story. You may wish to highlight aspects of the story you feel were underplayed, correct factual items that were in error, or present a point of view you feel was misrepresented. Keep letters under 250 words and relevant to current stories or editorials that have been covered in a newspaper. There will be instructions in the paper telling you how to submit a letter. If an electronic address is provided, that is typically the preferred method since it makes production easier.

#### Opinion editorial

Op-ed is short for “opinion editorial,” and refers to a page of special features usually placed opposite the editorial page of a newspaper. Different papers have different policies regarding op-eds. An op-ed is an opportunity to communicate the perspective of the POTW at greater length than a letter to the editor. Contact your newspaper and find out who handles op-ed pieces, and their length requirements. Submit your op-ed with a cover letter explaining the importance of this opinion being expressed. Personal follow-up to the submission is appropriate. Don’t expect to see anything for another four weeks for “normal” processing and editing unless it is a “hot” issue.

# Guidelines for Writing Press Releases

If professional public relations counsel will not be used to write public communications materials, use these guidelines in drafting and distributing basic press materials and notifications.

## Press Release Checklist

- ☐ Is the lead direct and to the point? Does it contain the most important and most interesting aspects of the story?
- ☐ Has the local angle been emphasized?
- ☐ Have who, what, when, where, why and how been answered?
- ☐ Are sentences short, concise? Paragraphs short? Words easily understood and to the point?
- ☐ Has editorial comment been placed in quotation marks and attributed to the appropriate person?
- ☐ Are quotations natural? Do they sound as though they could have been spoken?
- ☐ Has newspaper style (AP, for example) been followed faithfully throughout the release?
- ☐ Are spelling and punctuation correct?
- ☐ Have all statements of fact been double-checked for accuracy?
- ☐ Is the release dated and release time indicated?
- ☐ Are there contact persons and phone numbers if reporters want more information?

## Press Release Guidelines

Write a news release from the perspective of a reporter writing for a paper. It should be written exactly the way you'd want it to appear.

- Identify the key message of the story and present it in the lead. The lead defines the purpose of the release.
  - The lead should clearly state what the story is about and why it's important.
  - The lead should be attention-grabbing and interesting for both the editor reviewing the release and the reader. Identify a local angle.
  - The lead should be no more than two or three sentences in length. Use the body of the release to explain the details.
- Write in news style, short and simple. Write concise sentences, short paragraphs, and use easily understood and specific words.
- Don't make any assumptions when writing a release. You know more about the subject than the editor or reader.
- Include a quote (written in conversational style) in the first three of four paragraphs of the release. It builds credibility for the story.

- Build the release around the lead. Amplify the elements introduced in the lead, providing details and explanation.
- Do NOT make the release too long (two pages maximum). If you think more information is essential, attach fact sheets or background materials to the release.
- Always have at least one other person edit and proofread the release before it is distributed. Accuracy is essential and mistakes are unforgivable in the news business.
- Make sure the release covers who, what, when, where, why and how. Answer all of the questions.
- Always provide the names and phone numbers of two people that can be contacted for more information. If the primary contact is not available, the secondary contact can be reached.
- Always spell out acronyms in the first reference so the reader knows what you're talking about.

*Example:*

"The California Department of Pesticide Regulation (DPR) is moving ahead with its public education program."

# Sample Press Release

*Use Agency Letterhead*

**FOR IMMEDIATE RELEASE**

(Date of release)

**Contact:** (Primary Contact Name)

(Phone Number)

(Secondary Contact Name)

(Phone Number)

## **Anytown Water District Launches Campaign on Proper Pesticide Use and Pest Management**

(Anytown, Calif.) — The Anytown Water District today launched a campaign to educate consumers about proper pesticide use and disposal, and integrated pest management. The campaign's theme, "*H<sub>2</sub>O Home to Ocean*", focuses on informing the public about the wise use and disposal of pesticides from homes and gardens.

(Integrated pest management, or IPM, is an approach that uses biological, cultural, physical, and chemical tools in various combinations that minimize effects on the environment while maximizing control of pests.)

Research has shown that improper use and disposal of pesticides — including household cleaning and gardening products — may contaminate local waterways. By educating consumers about proper use and disposal of pesticides, the district wants to reduce the amount of pesticide runoff that flows to the ocean.

"We must make people aware of the connection between pesticide use in homes and gardens and the impact on water quality," said John Smith, manager at the Anytown Water District.

*(NOTE: If your district has information such as the amount of water treated monthly or annually, or statistics on pesticide detections in your treatment plants, add some details here to give the press release stronger "news value.")*

The *H<sub>2</sub>O Home to Ocean* campaign will run through the spring and summer growing season. For more information on how local residents can help, call \_\_\_\_\_ or write \_\_\_\_\_.

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# Tips for Writing Media Advisories and Alerts

- Media advisories and alerts are used to notify the media regarding an event or press conference.
- If notifying the media a week ahead of time, use the “media advisory” heading.
- If reminding media the day before an event or the day of an event, use the “media alert” heading.
- Advisories and alerts are not written like a press release. They do not tell the story; they simply provide basic information to generate media interest.
- Media advisories provide the basics of who, what, when, why, and information such as directions to an event site, interview opportunities, or visuals for television cameras.
- Always provide information at the top of the page for two contact people with phone numbers and location (city) if applicable.



# Sample Media Advisory/Alert

**(Date)**

**Contact:** (Primary Contact Name)

(Phone Number)

(Secondary Contact Name)

(Phone Number)

## **Land Park Cleans Up the Neighborhood on October 29**

**Who:** The residents of the Land Park neighborhood association, the Anytown Water District and the county hazardous waste department announce a neighborhood clean-up day.

**What:** The residents of Land Park will clean out their cupboards and clean up their streets during a one-day neighborhood clean-up day. In conjunction with the county's hazardous waste department, residents may dispose of pesticides and other hazardous materials left over from gardening and home improvement projects.

**Why:** This event allows residents to rid their houses of unwanted pesticides and keep their streets and storm drains clean by properly disposing of pesticides and other toxins.

**When:** Saturday, October 29, 1998 from 11 a.m. to 2 p.m.

**Where:** Land Park Community Center, 1000 Main Street

**Visuals:** Neighbors will take part in stenciling prevention messages on curbs near storm drains.

**Directions:** From I-5, take the First Street Exit and take a left on Main Street. The community center is located on the right side of the street.

# Selecting the Best Spokesperson

Selecting the appropriate spokesperson to represent your efforts to the media can be very challenging. For backup, it's best to have two spokespersons trained and available for interviews. The choice of who will represent you in this outreach program should be based primarily on their knowledge of pesticide issues, their credibility in representing the district, and on their skill and comfort level in dealing with the media and the public. For example, two appropriate spokespersons might be the executive director and an environmental engineer. Many executive directors are either not naturally media-savvy or are too busy to fit interviews into a schedule.



**Weigh these factors carefully before making the choice:**

**Credibility/knowledge**

**Schedule/availability**

**Willingness**

**Speaking qualities**

**Physical presence**

Media training is absolutely essential, given the potentially charged nature of the subject matter. The interviewer may dwell on the harmful aspects of pesticides if someone is not trained to make a smooth transition into an answer exploring responsible use and disposal of products. Media training is available from some public relations firms and many professional associations and government agencies. It is also important that your spokesperson is trained in the subject matter and is comfortable speaking about pesticides and IPM. Local nurseries, libraries, universities, master gardeners and DPR can provide you with information on pesticides and IPM.

Another credible spokesperson is a subject matter expert who does not necessarily work for you. Someone outside the POTW district who possesses scientific credentials can make a compelling case in the call for greater awareness of responsible handling of pesticides. This can be someone from a university or a government agency. A recent study among consumers shows that the most credible sources of information come from those directly in the business of managing the subject area. After that comes university representatives and then government officials. Environmental groups had credibility in environmental issues, but significantly less than university representatives.

# Tips for Dealing with the Media

Here are some tips for successful print media interviews:

- Know who you're talking to — the reporter's track record and style.
- There is no such thing as "off the record."
- It is common for a reporter to use a tape recorder. Don't let it unnerve you; it increases your chances of being quoted correctly.
- Be sure the reporter knows where to reach you or a designated alternate spokesperson for additional information.
- Never ask to read the reporter's copy or request changes before publication.
- If a reporter writes a story that seriously misrepresents the facts, contact the publication's editor and ask for a correction. Be prepared to explain in detail why a correction is needed.
- Don't complain about minor slips in an otherwise accurate story. Complaining about minor matters or perspective can antagonize the reporter.
- Reporters often make a telephone call to ask for a source or a quick note to balance a story. If you are called, remember that you are under no obligation to answer immediately. Ask for the reporter's deadline and

promise to get back with a response. Return the call only after you feel confident of your position and the facts. However, it is imperative to respect the reporter's deadline.

- If you are asked a question that should be answered from a different perspective, refer the reporter to the appropriate source.

## Some additional pointers for general media interaction:

- Speak in "headlines." Offer conclusion first, briefly and directly, and back it with facts.
- Don't over-answer. Short answers are better than long ones.
- Don't be fixated by the question. Find a way to get from the question to a point you want to make and then move on.
- Asked about a problem? Talk about a solution.
- Don't let false charges, facts or figures offered by a reporter stand uncorrected.
- Don't repeat a reporter's negative statements. Reply with a positive.
- Speak clearly. Avoid jargon, "bureaucratese" or "environmentalese."
- Be engaging, likable.

- Don't know the answer? Don't fake it. If appropriate, assure the reporter you will find and provide the needed facts in a timely manner, or offer to assist the reporter in finding that other source.
- Don't overlap the interviewer's question: begin when the reporter is finished.
- Keep cool. Don't be provoked.
- Never lie to a reporter.

### **General communications guidelines whether giving a speech or discussing a program opportunity:**

- Talk from the viewpoint of your audience's interest.
  - Know your audience.
  - Don't use jargon.
- Don't mistake a reporter for your audience.
  - A reporter is the conduit to get your message to the audience — the reporter's readers or listeners.
- Speak in personal terms whenever possible to enhance credibility.
- If you do not want a statement quoted, do not make it.
  - There is no such thing as an "off the record" or "not for attribution" statement.
- Off-the-cuff statements made in the studio, in the elevator, or on the way to lunch run the risk of making headlines the next day.
- Statements made for backgrounding or briefing purposes are always subject to being quoted.
- If an inaccurate statement is made by a reporter or by you, correct it immediately.
- Do not argue or lose your cool.
  - Gracefully get around an argument by "bridging" back to your key messages. (See explanation later in this section.)
  - Defensiveness generates a hostile feeling.
  - Reporters and competitors can be deliberately argumentative to elicit a response. Remember that you are in a public environment.
- If a question contains negative language or words you don't like, do not repeat the reporter's negative words.
  - You run the risk of having the reporter's negative language attributed to you.
  - Find a neutral "agreement" word and build a bridge to the point you want to make.

- A direct question deserves a direct answer.
  - Answer the question, then bridge to a message.
- If you don't know an answer, say so.
  - Don't speculate.
  - Refer the person to someone who can answer the question or tell the person you will get back to him later — and do so.
- If you cannot answer a question, never say the words, “no comment.”
  - Always give a valid reason for not being able to answer. For example, a legal case is pending or the information requested is of a proprietary nature.
- Listen to the question.
  - Be sensitive to the reporter's intent.
  - If you miss the point of a question, you may appear to be evasive.
  - If you are unsure of the question, rephrase it before answering.
- Always answer questions honestly.
  - Tell the truth, even if it hurts.
  - Avoid any temptation to exaggerate the positive.
- Provide good, solid information, but don't be overwhelming.
  - Provide summaries.
- Give all audiences — the media, analysts, industry representatives, employees, regulatory officials — the same message.
  - Speaking with “one voice” enhances credibility.
- Expect the media to get things wrong, but quickly correct misinformation in writing, if a significant error was made.

# Message Delivery — Basic Means and Methods

A vital component of any communications effort is setting objectives. Your objectives are the action(s) you want your audience to take. Without a clear idea of these goals, you cannot communicate effectively.

Ask yourself what action you'd like the people to take as a result of hearing you speak. For instance, you are speaking to a gardening publication that reaches pesticide users. Do you want them to:

- think that they have no control over their environment and that to be environmentally responsible takes a lot of time and effort? (No!)
- think that they just need to plan ahead and be aware of disposal options for home pesticide use to be good environmental citizens. (Better.)



**The goal for any media encounter is to be in control and present positive information on how your customers can be part of an environmental solution.**

People tend to listen selectively — to tune out much of what they hear. On average, people retain less than 10 percent of the verbal information they receive. Therefore, to meet your communications objectives, develop concise messages for your target consumer via media interviews.

Message points will assist you in focusing on the aspects of your story before every interview. Brief attention-getting and memorable messages punch through the clutter of competing messages.

To add credibility and therefore believability, messages must be supported with various kinds of information. There are many ways to build support. Common techniques include:

**Facts.** Statements that are unlikely to be disputed, or that can be verified quantitatively.

**Statistics.** Statistics should be used sparingly and are most effective when they can be put into easy-to-understand terms. For example, saying “one out of three” paints a more memorable image than saying “33 percent.”

**Third-party endorsement.** Quoting an objective third party adds credibility to any statement. This could be a scientist, environmental expert or community activist.

**Analogy or comparison.** Using an analogy or comparison makes your statements more memorable.

**Personal experience.** Employing personal experience to illustrate your point enables your audience to relate to and comprehend your message.

**Story or anecdote.** A short, interesting story that illustrates your point can be very effective.

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## Delivering the Message

It's OK to be repetitious. During a discussion, it is to your advantage to use your messages as many times as possible, using different kinds of support to give variety. The questions you are asked will not always lead you directly to your prepared messages, however. Using some simple control techniques, you will be able to deal with a question and direct the focus of the answer to successfully communicate your message. You will also be able to influence the types of follow-up questions that are used during the discussion.

## Bridging

This is a technique used to move from one topic to another or to make a smooth transition from a difficult subject to something you feel is more important. It involves responding to the questions, then promptly following with your message.

Simple examples of bridging phrases are:

“Yes . . .” (answer),

“and in addition to that . . .”

“No . . .” (answer),

“let me explain . . .”

“I don't know . . .

but what I do know is . . .”

“That's the way it used to be . . .

here's what we do now . . .”

## Agreement/Transition

Another way to bridge is to find a common word agreement within the question and use it as a pivot within a transition that points you straight to your key message and supporting points. For example, faced with this question:

“Why can't you treat the water so chemicals and pesticides won't be passed on to surface or ground water?”

There doesn't appear to be much you'd want to agree with. Instead of taking it head on with a negative, defensive answer, use the word “treat” as your agreement and then make a transition to a positive:

“We use all the latest technology available to treat our water . . .”

## Highlighting

Highlighting is a technique used to influence the next questions you will be asked. It calls for you to end your message with a statement that requires a follow-up question. This technique is most often used in media interviews. For example:

“ . . . You'd probably be interested in some of the planned activities.”

“ . . . that's the second-most important issue.”

Each of the highlighting statements listed above begs a follow-up question.



## Headlining

This is a simple but very important way of helping your audience remember your message by emphasizing or flagging what you consider to be most important.

Examples:

“... but, the most important point to remember is ...”

“I’ve talked about a lot of things today. It boils down to these three things ...”

Using this as a summary technique in a discussion allows the last impression to be the most positive and important.

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## Nervousness

Feeling nervous before or during an interview is normal and can even work to your advantage. The symptoms of nervousness — sweaty palms, nervous stomach and perspiration — are caused by increased adrenaline in your system. By learning to control rather than eliminate nervousness, you can make the extra energy work for you. Taking control of your nervousness can also build confidence. Following are simple steps to help control nervousness:

- Know your subject matter and the major points you want to make.
- Arrive early and get a feel for the surroundings.
- If you have a few moments in private, practice a few relaxing exercises — rolling your neck, swinging your arms

and stretching. In public settings, isometric exercises (alternately tensing and relaxing muscles in arms and legs) can be done without attracting attention.

- Take a deep breath, hold it for four seconds, and then slowly exhale.
- Before you begin to speak, establish eye contact with the person.
- Don’t think of the person as hostile or challenging, but merely neutral, waiting for you to interest them.

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## Body Language

Gestures and facial expressions can either enhance your message or detract from it. To be effective, expressions and gestures must be consistent with your subject matter. For instance, excessive smiling (often a nervous response) while discussing a serious subject reduces your credibility.

The following gestures and expressions convey confidence and can increase your credibility:

- Looking people in the eye.
- Leaning slightly forward, if seated.
- Making hand movements that occur naturally to supplement what you are saying.
- Listening actively when others are speaking.

The following gestures and expressions convey a negative impression and can detract from your message:

- Clasping hands tightly.
- Gripping the sides of chairs, tables or your knees.
- Toying with pencils, water glasses, buttons or microphones.
- Drumming fingertips on a table top or podium.
- Casting eyes toward the ceiling.
- Slouching posture.
- Closing eyes.
- Backing away from interviewer.
- Swiveling in a chair or moving legs and feet constantly.

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### For Televisions Interviews

- Avoid solid black or white or busy patterns in attire. Bright colors are fine.
- Don't wear large, shiny or noisy jewelry.
- Sit erect, but not ramrod-straight, slightly forward in the chair. Unbutton suit jacket when seated (if you wear one).
- Resist the urge to shout into the microphone. Speak and gesture naturally.

- Talk to the reporter/interviewer, not the camera.
- Keep a pleasant expression; smile when appropriate.
  - Hold your interview attitude from the moment the camera is set up until the interview is completely over, the camera is off and the host is up or getting the microphone off.

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### Summary

- You have a positive story to tell about your efforts to protect the environment. Your message points are your guideposts. Use them to get you to where you want to go in the conversation.
- Don't repeat a negative or allow someone to put you on the defensive.
- There is no such thing as "off the record" or "just between you and me."
- Be honest. Be proud. Enjoy yourself.

# Using Advertising to Supplement the Campaign

**T**here is a distinct difference between public relations and advertising. Simply put, advertising is a way to strategically place messages (usually at a cost) in specific locations. Public relations, in contrast, uses various channels to disseminate information to a target audience. Advertisements are usually placed for a fee in selected locations. Many of the strategies and tactics explained in this workbook do not require fees for placement. But some POTWs have had success with advertising, and they have funds to purchase advertising time or space.

The opportunities for advertising are seemingly endless. Some examples of places you might find advertising are on television (including local cable), radio, print, billboards, direct mail pieces, and even on small giveaway items such as pencils, buttons and magnets. There has also been an increase in new forms of novelty advertising (e.g., signs located in bathroom stalls). The rise in the number of places available for advertising offers you the chance to choose from a variety of costs and products. It is best to research as many advertising opportunities as possible to decide which one fits both your needs and your budget.

## Evaluating the Method

**Pros:** Advertising can be an effective way to boost the visibility of your campaign. Advertising on a regular basis or with multiple products can also lend repetition to your campaign, which can enhance consumer awareness.

**Cons:** There are many different forms of advertising within a broad price range but for the most part, this method remains more expensive than some of the other tactics described in this workbook.

## Advertising Opportunities

If you have the money to place advertisements, there are a number of options open to you for getting out your message. It is important to remember that the cost for advertising is not just a placement fee, but also the cost involved in creating the actual advertisement. Especially for the broadcast media, this cost can add up quickly.

There are organizations that specialize in media planning and will plan and purchase advertising for you. However, this is very costly and used primarily by large companies which have ongoing advertising campaigns and large budgets. It is best to contact each medium's representative — usually an account executive or sales representative — directly. An account executive will work with you to

determine the most effective and efficient advertising schedule. Advertising rates are often discounted when you purchase multiple ads, and don't be afraid to negotiate rates.

Following are some places that you may be able to advertise messages for your pesticide public education campaign:

## Radio

This advertising is more economical than television advertising. Radio is an excellent medium that allows you to effectively reach a large and narrow target audience. There are several steps in developing radio advertisements:

- Define your target audience and choose a radio station that serves that market (this information is available directly through the individual stations).
- Determine the message to be communicated in the advertisement.
- Design and script the ad — The ad should catch listeners' attention, use vivid imagery and memorable sounds and should often mention the district/program and its benefits (some radio stations have the capabilities to assist you in developing the ad).
- Find people to act out the script for the ad either through recommendations from local radio stations or by looking in the phone book under talent agencies or radio advertising for creative services companies. Another place to look would be local chapters of communication professionals such as the International Association of Business Communicators.

Radio commercials are produced in 30- and 60- second spots. Once you have determined your target market and have selected your radio station(s), it is recommended that you purchase multiple spots as your budget allows to effectively communicate your campaign's message. Alternatively, you could purchase single 30- or 60- second spots. Prices can range from \$50-\$300 per spot, depending on the station's rates and the time in which you purchase the spot. Additionally, there may be opportunities to cooperatively advertise with local retailers to share costs.

## Television

Typically, the most expensive form of advertising is on television, and many POTWs will find this medium beyond their budgets. The process of creating a television ad is much more complicated than radio and also more costly. The following steps must be taken in developing television advertisements:

- Hire a production company, which is generally expensive but provides high-quality work, or go to a local station for production which would be cheaper and usually much lower quality.
- Create a television commercial that uses audio and visuals to communicate your message. (This includes writing a script, hiring actors, designing a set, etc.)
- Determine your target audience and decide when the commercial will be aired according to television demographics (available from the TV stations).

- Purchase air time on specified television stations.

Television commercials are produced in 15-, 30- and 60- second spots. Once you have determined your target market and have selected your television station(s), it is recommended that you purchase multiple spots. You should budget between \$14,000 and \$18,000 for a one-week television campaign in a major metro market. Alternatively, you could purchase single 30- or 60- second spots. Prices can range from \$100 to \$3,000 per spot in smaller markets, depending on the station's rates and the time in which you purchase the spot. You also might try to work with retailers on co-operative advertising opportunities (see page 65).

## Print

There are a number of places that are possibilities for print advertisements. Examples include newspaper and magazine ads, as well as written brochures and support material. Print is one of the most widely used forms of advertising because of the diversity and flexibility associated with it. There are also countless publications that are directly related to your program that will reach your target audience. Print ads can also be coordinated to run according to related events and activities in local areas. As with the other mediums, print takes an extensive amount of time to plan, design and create. The following are some of the steps in the process:

- Create an overall theme for the ad that will relay your message. (You can use the *H2O* logo.)
- Design the ad. (This incorporates all aspects including font style, colors, copy, illustrations, layout, size of the ad, etc.)
- Research printing companies and costs. (This is only necessary for certain type of print advertising such as brochures.)
- Determine the target audience and locate publications that reach that market.
- Develop a time line for the frequency of the advertisement.
- Purchase ad space in the designated publications.

Newspaper advertising is sold by the column inch. We'll use a 4" x 5" size as an example. Rates vary significantly and are determined by a publication's circulation. In mid 1998, *USA Today*, for example, charged \$589.95 per column inch (\$11,799 for a 4" x 5" ad), the *Orange County Register* \$152 per column inch (\$3,040 for a 4" x 5" ad), and the *San Mateo County Times* \$31.50 per column inch (\$630 per for a 4" x 5" ad). Similar to television and radio, an account executive will work with you to determine the best placement for your ad.

## Billboards

There is generally a high cost involved with billboard advertising because you are paying for the space, the creation of the actual billboard itself, and any installation charges that may be in addition to the cost for renting the space. Billboards are useful in communicating a message to a particular geographic region because you choose the exact location for the ad. Outdoor advertisements have limited amounts of space because the copy and visuals must be large enough to be seen/read from a distance. For this reason, the ads must be simple and direct in telling the message. The following decisions must be made when creating a billboard or other outdoor advertisement:

- Size of the advertisement
- Location of the advertisement
- Design and production of the ad, including copy, visuals, colors, etc. (this can be done professionally or by someone within your district)
- Purchasing the space

Another form of outdoor advertising is the basic sign. Signs are very important in portraying the image of the district and providing information to people while also communicating a message. Costs vary with size, style, color, copy, etc.

## Billboards

(1998 Estimate from Gannett Outdoor for production and billboard placements throughout Sacramento County) This does not include costs for design and production of the ad.

<i>Target Audience:</i>	Adult Drivers 18+
<i>Geographical Emphasis:</i>	Major Freeways/Highways
<i>Time Period:</i>	Four-Eight Weeks
<i>Size:</i>	30-Sheet Poster Panels
<i>Billboards:</i>	20
<i>Daily Effective Circulation:</i>	621,690
<i>Campaign Reach:</i>	87%
<i>Approximate Outdoor Media Buy:</i>	\$26,088

## Direct Mail

This method of advertising involves mailing information directly to households. The letter, flyer, or brochure you are sending works as an advertisement to inform homeowners about pesticide issues. The following steps may assist you in your direct mail efforts:

- Determine who will receive the direct mail piece. You can send it to your entire customer database, or you can concentrate it to specific neighborhoods. The biggest factor in determining this may be your budget, — the more people you send it out to, the more it is going to cost.



- Decide what you will send out to households. It could be a letter from your POTW accompanied by one or both of the brochures in this work book. You may decide to send out the fact sheets or flyers, or you may decide that you'd like to create a new piece specifically for this purpose.
- If you decide to develop a new piece, keep in mind that it is really another form of print advertising. The document should tell a homeowner why they should care about pesticide issues. The graphics should be visually appealing, and it shouldn't be too copy heavy.
- Be sure that the outer envelope or mailing panel of the direct mail piece compels the homeowner to open it and see what is inside. Also be sure to have your contact information on whatever you send out. This allows your customers to get in touch with you if they have questions or would like more information.
- Check for postal discounts for large quantities, first-class versus second-class postage, and for sorting into zip codes.

If you are certain you want to try direct mail, consult a direct mail company. These firms offer a wide variety of services. Some may be able to assist you with folding and mailing, while others can help you with the entire process from creating the document to purchasing a mailing list and handling the mailout.

## Premiums

This is an industry term that describes products that contain messages or logos promoting a product, event or campaign. For your pesticide public education campaign, the *H<sub>2</sub>O Home to Ocean* theme and logo could be used on different types of premiums that could be distributed at fairs, retail outlets, in classrooms, and during presentations. Premiums are available in a wide-range of prices and are only limited by your imagination (for example, pencils or key chains). When purchasing premiums, there are several things to keep in mind:

- Set a budget and write down the quantity of items you'd like before you start to look at what's available. You'd be surprised how tempted you'll be by some of the more expensive premiums. Remember that you have a large audience to reach, and this calls for smaller, less expensive items.
- The smaller the item is, the smaller the logo will be and it may end up being difficult to see.
- Purchase enough of the items to last you through the campaign. It is much more expensive to buy twice than to place just one large order.



- Shop around for a promotion company that you trust and one that listens to your needs. Find a salesperson who is willing to talk with you about one product versus another, or the discount available for larger quantities. You should ask as many questions as you need to feel comfortable about the quality of the product and the company.

Some sample items include:  
(1998 prices)

Price of each at quantity of:

	1,000	5,000	10,000
Pens, in assorted colors, with logo/imprint:			
	.33	.31	.29
Pencils, assorted colors, with logo/imprint:			
	.24	.22	.19
White magnet with one-color imprint, 2" x 3 1/2":			
	.23	.17	.14
Round 2-1/2-inch button with one-color imprint:			
	.38	.34	.29

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## Alternative advertising methods

These advertising opportunities are different from "standard" forms of advertising. These may include bus signs, signage at home and garden expositions, kiosk signs, Internet postings, movie cinema slides before a movie and even signage in bathroom stalls. Prices for these types of advertising venues vary dramatically. When you are out around your community, look for places that you think would be good for advertisements. Be sure to keep in mind not only the price, but also the type of people who would be looking at the ads, how many people would walk by the location, how long the ads are displayed, and how many other advertisements are posted in the same area.

Below are a few samples.

### Transit advertising

Transit advertising includes the exterior and interior of buses, light rail, bus stop benches and stations. The unit rate per four-week period ranges from \$200 to \$600. To receive maximum exposure, it is recommended that you purchase between 85-125 displays (estimated to reach 50 to 75 percent of the market's population).

### Restroom stall advertising

This unconventional advertising method certainly guarantees a captive audience! This method is also inexpensive, starting at about \$10 to \$20 per stall, and the standard-sized ad is 7" x 10".

# Co-Operative and No-Cost Advertising Possibilities

Advertising can easily become very costly. There are a few ways that it may be possible to get advertising at significant savings, and sometimes for free. These opportunities don't happen frequently, and often you have to be proactive in looking for them. All involve partnering with other agencies or programs.

The best way to find these low or no-cost opportunities is to check with city or county offices. Often, these agencies have contracts with local billboard, sign, or bus signage companies that allow the government agencies a specific number of advertising opportunities throughout the year. This does not happen on a regular basis, and it should not be expected that all agencies have free advertising opportunities.

Make an initial list of city or county agencies that deal with issues related to pesticide use. These may be recycling divisions (source reduction), water agencies (focusing on quality), or environmental agencies. It may also be

helpful to make a list of non-government agencies that do similar work. Call the agencies on your list and ask to speak to a public information representative, customer service person, or any other individual in charge of these types of programs.

Tell your contact person what you are trying to do with your public education campaign. Be ready to mail or fax them some pesticide background information. Ask if they do any advertising that you may use to educate consumers on pesticides. You could offer your contact the chance to do other co-promotions in return.

# Types of Advertising Vendors

There are a wide range of avenues to use for advertising. The best place to begin looking for advertising outlets is in your local yellow pages. Following is a guide to finding advertising vendors that specialize in various forms of advertising:

## **Advertising — Aerial**

Includes sky banners, balloons, helicopters

## **Advertising Agencies & Counselors**

Agencies can design your copy and artwork as well as take care of planning and buying your advertising. A counselor will generally make recommendations for your ad campaign.

## **Advertising — Direct Mail**

Full-service direct mail services can usually print, fold, label, insert, mail and purchase lists for you. Some have design services in-house.

## **Advertising — Directory and Guide**

This sort of advertising includes telephone yellow pages and guides to local and national advertising development and placement services.

## **Advertising — Internet**

Advertising on the Internet is a very new resource and little quantitative research has been conducted. Service providers may be found under the following headings: Computer Multimedia, Computer On-Line Services, Internet or Video Production Services.

## **Advertising — Motion Picture**

The slides that are shown prior to a movie are paid advertising.

## **Advertising — Newspaper\***

You can find local newspapers in this section.

## **Advertising — Outdoor**

Outdoor advertising can include billboards, signs, transportation, skylights, balloons and blimps.

## **Advertising — Periodicals\***

Local magazines and trade journals are listed under this heading.

## **Advertising — Radio\***

Local radio stations are listed under this heading.

## **Advertising — Specialties**

Your message can be imprinted on almost anything. Premium or specialty advertising can help you determine the most creative means within your budget.

## **Advertising — Telephone**

This form of advertising is played while one is on hold with the telephone.

## **Advertising — Television\***

Local television stations are listed under this heading.

## **Advertising — Transit**

This form of advertising includes ads on the backs, sides and insides of buses and light rail trains, as well as bus stop benches and shelters.

### **\*Television, Radio and Print**

It is best to contact the outlets directly and ask to speak with an account executive or representative. Let them know that you are working on a public education campaign, and ask if you can meet with them personally. This will help you to develop a relationship and negotiate the best rates.

# Benefits of Partnerships

## Sharing responsibility

Partnerships bring the benefit of “economy of scale” with the sharing of both responsibility and funding requirements.

## Credibility

The addition of civic organizations brings increased credibility. The public perceives the program has more merit if it goes beyond the POTW. Credibility in the eyes of the public translates to believability, which has to be present to motivate a change in behavior.

## More resources and expanded audience

The involvement of other groups in a project often brings greater resources to the table. For instance, the organization might have a fax or Web site capability to reach its constituents in promoting a seminar or other event. And members of the organization immediately become an additional audience for the project.

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## List of Potential Partners

Partnerships are a key component to public education campaigns. Undoubtedly you have a limited amount of time, resources and money to conduct your public education campaign. Designating and pairing with community partners can help you create and implement your program.

**Other water facility owners:** This may be one of the best partnerships available. Other POTWs in your area may be able to offer you advice or assistance. Look into the possibility of joining forces to pool time and resources for a campaign.

**Special interest groups:** Some of these groups may only develop one event a year, and some may be year-round nonprofit organizations. Focus on organizations that specialize in water quality or home safety issues.

**Environmental organizations:** These groups may be local chapters of national organizations. They already are familiar with these types of issues. Be cautious and thoughtful in your selection of these organizations to assure they are a fit with your campaign or issue.

**Local nurseries:** These are an obvious choice because they attract such a large group of the primary target audience for your public education campaign.

**Master Gardeners:** The University of California Master Gardener program provides information, expertise and educational opportunities about home gardening to community residents. The program is sponsored by the University of California Cooperative Extension. Master Gardeners are volunteers trained in vegetable gardening, small-scale fruit production and general home horticulture. Part of their education is an agree-

ment to give back to the community once they have become a Master Gardener.

**Retail outlets:** There are a number of partnership opportunities available when working with a retail establishment. A few of these opportunities are explored in more depth in this section of the workbook.

**Veterinary clinics and offices:** The use of flea and tick insecticides for control of pests in the home is another category of pesticide use. Most veterinary offices sell these products.

**Pet superstores:** This potential partner is beneficial for the same reason as the vet clinics and offices. Pet care products are also sold in these types of establishments.

## Garden Associations and Societies

*Note: These names and addresses were valid as of mid-1998. You can check DPR's H<sub>2</sub>O Home to Ocean Web site at [www.cdpr.ca.gov/docs/h2o](http://www.cdpr.ca.gov/docs/h2o) for updated links to these and other sites.*

*The Internet can also point you to garden clubs in your area. Good sources of information on local and state organizations and their activities include:*

**National Council of State Garden Clubs**  
[www.gardenclub.org](http://www.gardenclub.org)

**National Gardening Association**  
[www2.garden.org/nga](http://www2.garden.org/nga)

**The Bay Area Gardener**  
[www.gardens.com](http://www.gardens.com)

**Digitalseed: A Southern California Gardening Resource**  
[www.digitalseed.com](http://www.digitalseed.com)

**California Association of Nurserymen (C.A.N.)**  
3947 Lennane Drive, Suite 150  
Sacramento, CA 95834  
Phone: (916) 928-3900  
Fax: (916) 567-0505  
E-mail: [can@earthlinknet.com](mailto:can@earthlinknet.com)  
[www.can-online.org](http://www.can-online.org)

**California Native Plant Society**  
1722 J Street, Suite 17  
Sacramento, CA 95814  
Phone: (916) 447-2677  
Fax: (916) 447-2727  
[www.calpoly.edu/~dchippin/society.html](http://www.calpoly.edu/~dchippin/society.html)

**American Horticultural Society**  
Headquarters is located at  
River Farm in Alexandria, VA  
Linda Hallman, President/CEO  
Phone: (703) 768-5700  
Fax: (703) 768-8700

Mary Ann Patterson, Director of  
Marketing and Public Programs  
Phone: (703) 777-7931 ext.21  
E-mail: [Mpatterson@ahs.com](mailto:Mpatterson@ahs.com)

**American Rose Society**  
8877 Jefferson Paige Road  
Shreveport, LA 71119-8817  
Mike Kromer, Executive Director

**San Joaquin Valley Rose Society, Inc.**  
Sheila O'Donnell Nicol, President  
[www.geocities.com/RainForest/2548](http://www.geocities.com/RainForest/2548)

**The American Society for Horticultural Science**

600 Cameron Street  
Alexandria, VA 22314-2562  
Phone: (703) 836-4606  
Fax: (703) 836-2024  
[www.asha.org](http://www.asha.org)

John W. Kelly, President

Teresa G. Alfaro,  
Exec. Mgmt. Team/Director, Meetings  
and Educ. Programs (ext 308)

Lisa Preston,  
Exec. Mgmt. Team/Director of  
Membership and Marketing (ext 309)

**National Gardening Association**

180 Flynn Avenue  
Burlington, VT 05401  
Phone: (802) 863-1308  
Fax: (802) 863-5962  
[www2.garden.org/nga](http://www2.garden.org/nga)

program elements. Often, your first thoughts will evolve into new ideas once you talk to potential partners. Make a list of responsibilities for the program you have in mind. Determine how responsibilities will be shared between you and your partner. This will assist in approaching potential partners because you will have a clear idea of their role.

Then do your homework on companies you'll approach. Find out if they do similar programs or projects. See if they are the involved in community relations and education projects that may offer you an opportunity to join their current efforts.

**Approaching Potential Partners**

Put your proposal in writing. If the target organization has a marketing person or public relations agency, make them the initial contact.

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**First Steps to Creating Partnerships**

Think in terms of the programs you would produce with a partner's help. Once you have potential programs in mind, then determine what businesses or organizations are most appropriate to contact. Is your program small and most effective at a grass-roots level? Perhaps your best partner is a local society, neighborhood coalition, or local retailer. Are you looking to partner with a "big name" operator to lend credibility and visibility to your program? Look at national chains that offer the types of programs you're hoping to develop.

Now that you have a program and partner in mind, organize your ideas on paper. Create a list of all possible



**When drafting a proposal, answer the following questions:**

**Why did you choose this organization as a potential partner?**

**How will the partner benefit by participating in the program?**

**What will they have to do and how much will it cost?**

**Why should they be interested in working with you?**

**What time frame are you proposing?**

**When will you follow up with a personal call to determine interest?**



# Ideas for Partnership Programs

## Civic Group Promotions

These partnership programs pair you with other community interest groups and increase visibility of pesticide issues and the impact on water quality. Ideal target groups could include garden societies, ecology foundations, nonprofit organizations, or environmental clubs. Each group will bring a new opportunity for promotion of your pesticide public education campaign.

Examples of possible promotions might include:

- A local environmental club takes one weekend every year when volunteers clean up debris from streams and rivers. Offer to partner with this group to help publicize the event. Offer to use their flyer as bill inserts, or include their promotional items in your booth at a local environmental fair. In return, ask to hold an educational forum on pesticide pollutants in the water system during their weekend festivities.
- The local rose society holds an annual special flower show and conference. Thousands of people show up for this weekend event that combines flower displays, product demonstrations and educational classes. You could ask to

have a special display area at the show to provide information about pesticide use and IPM. Hold an hourly promotion where you devote a few minutes to a different presentation on pesticide safety and IPM.

The possibilities for co-promotions between your agency and civic groups are only limited by your imagination. If you aren't really certain about how you could work with local groups, approach officers of the club or organization and tell them briefly about what you're doing. Ask if they see any opportunities for you to get involved with what they're doing.

## Evaluation of Method

**Pros:** These types of projects not only increase the visibility of your public education campaign, but they also strengthen your image as a good community partner.

**Cons:** There is a time commitment in locating potential partners and planning the promotion itself. Depending upon the level of sophistication of the promotion, there may also be a significant amount of money involved.



## Garden Education Series

Outside the retail environment, there are a variety of opportunities. An ideal partnership promotion would create a garden education series that could highlight the various aspects of your public education campaign. Partners who could join in this promotion include:

- Community colleges or universities
- University extension programs
- Master gardener programs
- Learning centers or exchanges
- Local garden projects or parks
- Recreation and parks districts
- Adult education facilities

This garden education series would be a combination of three or more presentations that focus on gardening issues. Classes could be short but informative opportunities for both prepared information and questions from the audience. Partner with other presenters if you don't feel comfortable doing multiple presentations.



## The Central Contra Costa

**Sanitary District has developed a manual, "How to Implement an IPM Partnership With Stores." This guide offers valuable insights and advice for districts that want to develop partnership programs with retailers and nursery operations. Based on the district's own programs (see case study in the Appendix), the guide discusses how to select retail partners, train their salespeople, coordinate the use of displays and educational materials, and other details.**

**To obtain a copy of the guide, contact:  
Tim Tullis**

**Central Contra Costa Sanitary District  
5019 Imhoff Place  
Martinez, CA 94553-4392  
or call (925) 229-7329**

## Evaluation of Method

**Pros:** Creating your own garden education series gives you the chance to develop the themes and direction of the presentations. By working with organizations such as the ones listed above, you are acting as a community resource. You also gain more visibility for your program.

**Cons:** The time it takes to create these types of presentations, to find and train speakers, and to search for locations to hold the series could be prohibitive.

# Maintaining Successful Partnerships

The most successful partnerships incorporate clear communication and well-defined roles. When partners agree to participate in a specific project, hold a meeting to make sure everyone starts out “on the same page.” At this meeting, compare each organization’s goals and objectives to determine if there is any conflict or miscommunication. Roles should be defined in advance so all representatives know their responsibilities. For instance, if printing becomes the responsibility of one organization, determine if anyone else will be involved in the process for quality control purposes. Tasks such as writing, printing, distribution, reporting and overall team leadership should be assigned.

At every conference call or meeting, someone should record and distribute the agreements made. This might seem a hardship, but it will help keep everyone on track and eliminate misinterpretation.

Elements of the partnership project should be outlined in a detailed timeline/working document that shows all activities, responsibilities and deadlines. Then make sure the approval process for all creative aspects is formalized so that copy and design concepts are routed to the correct representatives.

Partnerships founded on common goals and objectives with clear, consistent communications among participants extend value and reach without jeopardizing quality and results.



# Participating in Special Events

**A**nother component of public education campaigns is the creation of special events around an issue.

Special events can include participation in fairs or festivals, neighborhood programs, or educational classes. These events not only help to educate consumers, but they provide an opportunity for the media to cover the issue being highlighted. The types of special events that can be included in a public education campaign are many and varied.

The best way to get involved is to sign up for a local event that has been ongoing for several years. These events are usually well planned and draw larger crowds. Ask other people what events they have found valuable and which ones are well organized. These events will be a good opportunity to see how special events work, and will give you the chance to get involved. As you participate in more events, you may want to try to create your own special program. Bringing in partners can give you access to more resources, and will provide you with more help.

As you consider participating in special events, keep in mind the level of effort that goes along with this aspect of public education campaigns. Choose events that you feel comfortable doing, given

the amount of time you have to get involved. Staff time to plan, attend meetings, and participate at the event all need to be considered before committing to an event. If an event requires a investment of staff time or cost to the district, make sure it's appropriate for your issue or campaign (see next page).

## Evaluation of Method

**Pros:** This effort can bring together the POTWs, the consumers, and the community while working toward a common goal. These one-day events are also good media opportunities to bring attention to your facility, your partners, and pesticide issues.

**Cons:** It takes a significant amount of time to prepare and implement these types of events. By planning ahead and working with other community partners, the amount of time and resources can be greatly reduced.

# Exhibits at Environmental Fairs or Other Events

One of the easiest ways to get involved in community special events is to sign up to be an exhibitor at a local fair or festival. There are year-round opportunities to get out into the community and to educate residents about pesticide use and the impact on water quality. Ask other community organizations about annual celebrations and events that might be beneficial. Keep a calendar list of these activities so you have plenty of time to plan for the event. Call agencies that organize events and ask to be put on their mailing list.

As you begin to take part in the events, keep a master calendar that lists the date, time, location, and who from your organization will be attending. This master calendar will help you schedule peoples' time, but will also serve as a quick reference for anyone needing information about the event.

When you sign up for the event, you will usually be assigned a table and chairs that will be your booth or station for the event. Be sure to ask if these will be provided for you, or if it is necessary to bring your own table and chairs. Your next task is to assemble items for display. These can be pictures, diagrams, charts, or any other information important to educate consumers. Consider bringing visual items such as water-testing kits, fresh plants and any other materials that may help attract consumers to the booth.

It is also a good idea to have handouts and materials that you can give to consumers. At many of the fairs, attendees get bags to gather information to read later. Use the brochures or flyers in this workbook as handout materials. Be sure to include bookmarks for kids.

Decide if you will offer some type of activity at your booth. It is important to catch the interest of consumers. This is an especially good idea if the event is targeted toward youth. Ideas range from having a coloring station related to integrated pest management (featuring, perhaps, drawings of "good bugs") to face painting.

## Evaluation of Method

**Pros:** Events give you a chance to meet directly with consumers and to provide them with very specific information.

**Cons:** There is a time and possibly a significant cost (for example, handouts, promotional material) commitment involved with participating in events. Also, there are other competing activities vying for consumer attention.

# Neighborhood Clean-Up Days

One of the most effective places to distribute public education information is in the neighborhood environment. Neighbors talk to one another over the fence, share gardening tips, and often share information on where to get products and how to dispose of them. Neighborhoods lend themselves to a clean-up day where residents can clear their cupboards of pesticide products.

This event, which would take place in fall or early winter to coincide with the end of the growing season, would be an excellent opportunity to educate residents on proactive steps to prevent pesticides from harming water quality. The day could be co-sponsored by a city or county waste collection department/hazardous waste collection facility to easily facilitate the actual disposal of materials.

Neighbors could undertake activities such as collecting old and unused pesticide products, stenciling prevention messages on curbs near storm drains, or scheduling gardening days for the spring when the neighborhood can share large quantities of pesticide products.

Your district could offer information on how to conduct a neighborhood clean-up day with the district or a city/county waste collection department serving as the disposal agency. The guide could be a one-page flyer that gives residents suggestions on coordinating their own neighborhood event. The flyer could be available through local stores, civic groups or by request from your facility.

There are several ways to promote this event to residents of the neighborhood where the clean-up will take place. Flyers can be posted in busy locations such as banks, post offices, churches, stores, and area schools. Visit garden centers in the neighborhood and ask if you can leave a handful of flyers promoting the event on checkout counters or on a community update table.

You can also enlist the help of the groups that are participating in the neighborhood clean-up to promote the event. Beginning two to three weeks before the clean-up date, ask these groups to distribute flyers at community meetings and gatherings. The flyers can be left on porch steps of homes in the neighborhood.

For local newspapers, contact the calendar editor and ask to have the event promoted as a public service. Most calendar sections will run a brief description of the event and a listing of where to call for more information at no charge. Be aware that many newspapers need information two to six weeks prior to the event date.

## Evaluation of Method

**Pros:** This public education tactic is simple to promote, and includes proactive prevention projects.

**Cons:** Staff time and possible disposal costs.

# Education Days at Local Retailers

Aside from point-of-purchase programs, there is an opportunity to conduct special courses at local retailers. These offer consumers the chance to learn about pesticide use and disposal where they are most likely to buy these products. Retail outlets for such classes include super stores, nurseries, drug and discount stores, and hardware/garden supply stores.

You must first determine what stores in your area have, or are open to having, consumer education classes or programs. Many of the larger retail chains have these types of classes to offer a service to their customers, and to help get people into the stores on specific days. Ask the manager of the store if it would be possible to add a class on gardening and environmental safety. If you don't feel that you could teach an entire class, ask other relevant organizations, such as the UC Master Gardeners, to join you on the program. If the retail manager isn't willing to add an additional class, ask if there is a class that you might be able to supplement with information about pesticide use. Offer to put the store's logo on the materials you use to promote the classes if this might encourage the store involved in the program.

Put together an agenda of what you could cover in a 20-minute presentation. Write an outline for the presentation

based upon the various aspects of pesticide selection, use and disposal, and about integrated pest management. As you construct the outline, keep in mind the average consumer viewpoint of these types of products. What do they want to hear about? What facts would concern them? Try to anticipate the questions you might be asked.

The Central Contra Costa Sanitary District has developed a manual, "How to Implement an IPM Partnership With Stores," with information on working with retailers. To obtain a copy of the guide, contact: Tim Tullis, Central Contra Costa Sanitary District, 5019 Imhoff Place, Martinez, CA 94553-4392, or call (925) 229-7329.

## Evaluation of Method

**Pros:** Education classes help you to reach consumers where they are buying pesticide products.

**Cons:** Planning for and teaching a class is a significant commitment. In addition, the retail outlet may not welcome a message focusing on IPM, which retailers may interpret to mean that less pesticides will be purchased.

# Calendar of Major Events

Consider creating promotions surrounding special days. Following is a list of designated days that are recognized nationally and in California.

## California County Fairs

This organization represents fairs throughout California. Its Web site lists county fair dates throughout the state and provides links to fairs with home pages.

Western Fairs Association  
1776 Tribune Road, Suite 210  
Sacramento, CA 95815  
Phone: (916) 927-3100  
[www.fairsnet.org](http://www.fairsnet.org)

## Third week of March

### National Poison Prevention Week

This week offers an opportunity to communicate a strong message about wise use, safe storage, and proper disposal of pesticides.

Poison Prevention Week Council  
P.O. Box 1543  
Washington, DC 20013  
Phone: (301) 504-0580  
Consumer Hotline: 1-800-638-2772  
Information on poison prevention can be found on the Web sites of several organizations, including:

**American Association of Poison Control Center**  
[www.aapcc.org/Public.htm](http://www.aapcc.org/Public.htm)

**American Academy of Pediatrics**  
[www.aap.org/family/poisonwk.htm](http://www.aap.org/family/poisonwk.htm)

**American Pharmaceutical Association**  
[www.aphanet.org/APhA/relations/poison.html](http://www.aphanet.org/APhA/relations/poison.html)

**National Safe Kids Campaign**  
[www.safekids.org](http://www.safekids.org)

## March 22

### United Nations: World Day for Water

The UN General Assembly declared this observance to promote public awareness of how water resource development contributes to economic productivity and social well-being.

## April

### Keep America Beautiful Month

To educate Americans about their personal responsibility for litter prevention, proper solid waste disposal and environmental improvement through various community projects.

Keep America Beautiful Inc.  
Media Relations Manager  
9 W. Broad St  
Stamford, CT 06902  
Phone: (203) 323-8987  
[www.kab.org](http://www.kab.org)

## April

### National Lawn and Garden Month

National celebration of benefits of landscape and lawn care.

Association of Landscape Contractors of America (ALCA)  
Phone: (703) 736-9666  
Fax: (703) 736-9668



**Mid-April  
National Garden Week**

To recognize 78 million Americans who enhance and improve the environment with their gardening efforts. Annually, the second full week of April.

National Garden Bureau  
1311 Butterfield Road, Suite 310  
Downers Grove, IL 60515  
Phone: (630) 963-0700

**Last Friday in April  
National Arbor Day**

Opportunity to learn about the importance of trees in American of life.

Committee for National Arbor Day  
P.O. Box 333  
West Orange, NJ 07052  
Phone: (201) 731-0840

**April 22  
Earth Day**

Attention to reclaiming the purity of the air, water and living environment. Earth Day activities are held by many groups on various dates, often on the weekend closest to April 22. Your local Sierra Club chapter may be a resource for information about activities occurring in your area.

**Early May  
Drinking Water Week**

Part of the American Water Works Association "Blue Thumb Project," educational events are held to spread the word on how important knowledge and action are to safeguarding our public drinking water supplies

Blue Thumb Project  
American Water Works Association  
6666 West Quincy Avenue  
Denver, CO 80235  
Phone: (303) 794-7711  
[www.awwa.org/bluethum.htm](http://www.awwa.org/bluethum.htm)

**May 8  
No Socks Day**

If we give up wearing socks for one day, it will mean a little less laundry, thereby contributing to the betterment of the environment. Besides, we will all feel a bit freer, at least for one day.

Wellness Permission League  
P.O. Box 1264  
Lebanon, PA 17042-1264

**June 5  
World Environment Day**

The anniversary of the opening of the United Nations Conference on the Human environment held in Stockholm in 1972, which led to establishment of the UN Environment Programme. The UN has urged marking the day with activities reaffirming concern for the preservation and enhancement of the environment.

United Nations  
Department of Public Information  
New York, NY 10017

**August 1 – July 31**

**President's Environmental Youth Award  
National Competition**

Young people in all 50 states are invited to participate in the President's Environmental Youth Awards Program, which offers them, individually and collectively, an opportunity to become an environmental force with their community. The program encourages individuals, school classes, schools, summer camps and youth organizations to promote local environmental awareness and positive community involvement.

Environmental Education Coordinator  
US Environmental Protection Agency  
401 M Street, #1707  
Washington, D.C. 20460  
Phone: (202) 260-8749  
Fax: (202) 260-0790

**August  
National Water Quality Month**

To increase the awareness of water as a precious resource and the importance of quality water in our everyday lives.

Culligan International  
One Culligan Pkwy  
Northbrook, IL 60062  
[www.culliganman.com](http://www.culliganman.com)

**late October  
Los Angeles Garden Show**

Held on the 127-acre Arboretum of Los Angeles County.

Phone: (626) 447-8207, or look for information on the Internet:  
[www.arboretum.org/arboretum/events/](http://www.arboretum.org/arboretum/events/)



**Calendars of other major events  
that offer promotional opportunities  
can be found on the Internet.**

**Sources of calendar events include:**

**GardenWeb**

[www.gardenweb.com](http://www.gardenweb.com)

Has a "Calendar of Garden Events" that allows searches by date, location, and keyword.

**Radio Online**

[promonet.radio-online.com/  
menu\\_f4.htm](http://promonet.radio-online.com/menu_f4.htm)

A private online service offers free access to a "Promotional Planner," with monthly events, special weeks, and important days, and some links to sponsors.

**U.S. Novelty and Party Supply, Inc.,**

[www.us-novelty.com/bottom/  
upcoming.html](http://www.us-novelty.com/bottom/upcoming.html)

A private company, offers free access to a calendar of events.

# Establishing a Speakers Bureau

**S**peakers bureaus have long been used by corporations, agencies and non-profit groups to offer presentations to the community. A speakers bureau is a core group of speakers (either staff or volunteers) who are available for community meetings or gatherings. Creating your own speakers bureau offers another opportunity to educate the public and act as a community resource.

Determine who will staff the bureau. Consider employees who are interested, or who possess the appropriate traits. Good speakers are enthusiastic about the public education program, interact well with people, and have a working knowledge of the issue. Volunteer speakers are another option if you are concerned about employees taking time away from work to make presentations. Suggestions on how to generate volunteer presenters are discussed later in this section.

Once you have selected the presenters for your speakers bureau, create an outline for the presentation. To start the outline, make a list of information you want to give the audience. Then put each piece of information into a category (e.g., what to consider when buying pesticides, proper application techniques, and integrated pest management practices). Next, place the categories in

a logical order. You obviously want to talk about use of the products before disposal. Once these elements are in order, create an opening and a conclusion for the presentation.

Once you have a tentative outline for the presentation and determine whether employees or volunteers will staff the bureau, then you are ready to look at the technical aspects of the presentations.

## Evaluation of Method

**Pros:** This is an effective way to reach the specified target audiences when appearing at community gatherings or meetings. This option offers the chance to speak to a captive audience, and gives the presenter the chance to explore pesticide use in greater detail than would be possible at other special events.

**Cons:** Sometimes the meetings will have a small number of attendees. This may decrease the value of a speakers bureau, given the time and effort required. Locating and training presenters to staff the bureau is also time-consuming. If district employees staff the speakers bureau, they will need time off from their regular duties.

# Recruitment of Volunteer Speakers

If you do not have employees who are interested in the program, or cannot spare employee time for presentations, there are a number of other options to staff your speakers bureau. These sources include:

## *Garden clubs and societies:*

Members of these groups already have a good working knowledge of gardening activities and should have a concern for the environment. You can obtain a list of these types of organizations either through a local nursery or by searching the Internet for agencies in your area.

## *Special interest groups:*

You may be familiar with area groups that are proactive on environmental issues, and sometimes more specifically water quality.

## *Community colleges and universities:*

The most appropriate contact point is the speech or communications department. Ask to speak to an adviser or professor in charge of student activities.

## *Toastmasters International:*

An international public speaking club that puts its members in touch with community groups who are looking for speakers. Toastmasters International has clubs in virtually every city

in California. In major metropolitan areas, there may be dozens of Toastmasters clubs. They are usually listed in the phone book.

## *Master Gardeners:*

The Master Gardener program provides information, expertise and educational opportunities about home gardening. The program is sponsored by the University of California Cooperative Extension. Master Gardener volunteers provide seminars, workshops and clinics throughout their communities. Part of the requirements of becoming a Master Gardener involve an agreement to serve the community.

Call these sources and explain that you are looking for volunteer speakers on an environmental topic. Explain that the speakers bureau is part of a larger effort to inform the public about pesticide use and water quality.

# Training Speakers with a Consistent Message

No matter who is presenting for your bureau, all speakers must be properly trained and familiar with the presentation. This is why it helps to create an outline for the presenters to follow. The outline provides consistency and a common template for your presenters. Bring speakers together in advance for background on the public education campaign, and to go over basic information on pesticide issues.

Hold the initial meeting in a relaxed setting. Provide speakers with refreshments. Introduce an agenda and review the entire presentation with your speakers. Ask them to contribute ideas or suggestions. This will help give your speakers a sense of ownership. Explain that the outline is needed to keep the presentations consistent.

Consider hiring a professional speaker or a speech teacher to discuss basic speaking skills at this meeting. Options for finding outside sources of instruction and training include:

## *Public speaking clubs:*

There are several public speaking organizations where members not only practice their own speaking skills, but offer their time and expertise to help others. Toastmasters International is probably the most well known and prevalent public speaking organization. Local chapters can often be found in your phone book or in the Yellow Pages under “public speaking.”

## *Colleges and universities:*

Local colleges and universities may offer public speaking or presentation classes. You can find communications or speech departments at many state universities, private campuses, and community colleges. Contact these offices and ask to speak to the department chair or activities director. Consider the possibility of graduate students assisting with your program — some of these students already may instruct introductory speech classes.

## *Public speaking consultants and companies:*

This is an option if your budget allows. Most offer a set format and handouts for their classes. Costs will vary, depending on whether the instructor charges hourly or by the class. You can find these consultants/companies in the Yellow Pages under “public speaking instruction.”

It is important to offer your speakers updated information on a regular basis. Speakers must be up-to-date in all the technical aspects of pesticide use, disposal and IPM. Distribute updated materials with speaking tips, meet regularly to practice presentations, or offer a refresher course with the instructor who did the initial training.

# Development of Audiovisual Materials

Audiovisual materials will give speakers the chance to make a more professional and consistent presentation. These materials can include sound systems, overheads, slides, videotape, or even computer-generated presentations. Creating and producing audiovisual presentations can be costly both in terms of money and time. There are several things to consider when pursuing this option:

- How much money you have to contribute to this project
- How much time you can spend putting together the information
- Your knowledge of what makes an effective audiovisual presentation
- The presenters' comfort level with these types of materials
- Where the presentations will be held and what audiovisual capabilities are available

Once you've determined that you want to include audiovisual elements into your presentation, the next step is to create the materials. There are several different types of mediums you can use. Following is a list of audiovisual equipment, brief notes on how to create them and general costs associated with each type.

## Charts and graphs on flip charts or boards

These types of visuals are the easiest to create and can be prepared for a relatively low cost. There are a number of ways to create these types of visual aids, including hand-drawing, stenciling, cut-and-pasting, or mounting computer printouts on heavy paper stock. It is a good idea to have a portable easel to display the materials at the presentation. You can mount your charts and graphs on heavy tag board or have it foam-core mounted by a copy or business center.

Type of AV	Unit	Cost
Tag board:	Per sheet	\$.50-1.00
Foam-core mounting:	4' by 2'	\$10-15
Wipe boards:	4' by 3'	\$50-100
Portable easel:	One easel	\$50-150
Wipe board/ easel combos:	One board/easel	\$200-300

## Overhead transparencies

Overhead transparencies allow you to show and discuss a wide range of previously prepared transparencies and to write on clear transparencies.

Transparencies are shown using an overhead projector. The presenter or an assistant must change the transparencies during the presentation. Generally, black and white transparencies can be made from most office copiers; color transparencies can be made with a color printer.

Type of AV	Unit	Cost
Single sheet transparency:		
	One sheet copied	\$1
Box of transparencies:		
	100 transparencies	\$20-40
Portable overhead projectors:*		
	One unit	\$700 - 3,000

\*Overhead projectors may be available at venues where presentations are made.

### Evaluation of Method

**Pros:** Good for groups from 20 to 200 people. Overheads are also relatively inexpensive, versatile, and easy to create.

**Cons:** The quality is lower than that offered by a slide projector or laptop computer.

## Slide show

Slide shows add colorful and visual images to a presentation. Generally, slide shows are most useful when you want to use photographs to enhance a presentation.

Type of AV	Unit	Cost
Single slide:	One slide	\$7.50
Slide projector:	One unit	\$300-700
Portable screen:	One screen	\$200-300

### Evaluation of Method

**Pros:** Slides create a professional, polished image. Photos are easily captured on slides. And slide projectors only require the push of a button rather than flipping overhead transparencies.

**Cons:** The room must be completely dark for the slides to have full impact. Presentations are difficult to edit at the last minute.

## Video tape

Videos can enhance a presentation. Keep video presentations brief — two to ten minutes. Keep in mind that audiences can discern quality production and editing. Home video quality generally won't pass muster. The most common video format is Beta tape. Beta can be reproduced in VHS tapes for presentation using a TV and VCR. Videos are the costliest audiovisual. The general rule of thumb for video cost is \$1,000 per minute. This includes production cost



only. It does not include such items as travel, talent, specialized graphics and music, or duplication.

Type of AV	Unit / Cost
Video:	2-10 minute video \$2,000-10,000 production only
TV and VCR:	Combination or separate units  Can be rented at most facilities. Purchasing one can cost \$200-1,000

### Evaluation of Method

**Pros:** Videos grab audience attention and they can be very persuasive. Videos also dramatize problems well.

**Cons:** Expense. Also, for larger audiences (50 or more), you need special large-screen projection and sound equipment.

### Computer-generated presentations

Computer-generated presentations, such as Microsoft® PowerPoint, are often shown directly from a laptop or desktop computer. With computer-generated presentations, you can choose from a number of different templates for easy input of text or graphics to create an interesting and visually appealing presentation.

Type of AV	Unit	Cost
Computer presentation:	50 frames	\$800
LCD projection panel:	One unit	\$2,000
Notebook computer:	One unit	\$3,000*
Computer-generated presentation projector:	One unit	\$2,000*+

\* 1998 costs

+ The projector can be rented from most facilities.

There is always the option of working with a local school or civic group to design an audiovisual presentation. These groups may guide you through the process of selecting relevant materials, and they also may be able to produce the materials for you at little or no cost.

### Evaluation of Method

**Pros:** Creates a professional, polished image. Also, it's easy to make last-minute changes to a presentation. And it requires only the push of a button to change slides.

**Cons:** There is a significant cost outlay for the laptop and computer-generated software. Unless you are limited to small groups, use of a projector is mandatory.

# Finding Presentation Opportunities

When presenters have been trained for your speakers bureau, it is time to find venues for them. Active promotion should result in speaker requests. But it is also important to be proactive about finding venues. These include:



**Conferences or seminars**

**Garden club meetings**

**Neighborhood meetings**

**Local schools (elementary, junior high, high school, and college)**

**Brown bag lunches at businesses or organizations**

**Service clubs (Chamber of Commerce, Rotary, Lions, Junior League)**

**Church service groups**

Start by creating a list of places and organizations that would seem receptive to your speakers. Reference the community calendar listing you prepared in the Special Events section of this workbook. Call these organizations and ask for the name, address and phone number of the person responsible for scheduling presenters. Describe your program and ask if you can send information. Follow up this phone call with the “pitch letter” (see sample letter that follows) and back-up information on the program (flyers, fact sheets, and brochures in this workbook). A week after you mail the letter and materials, call your contact and pursue a date for the presentation.

When speakers go to their engagements, remind them to seek recommendations for other presentations. By building your network of speaking opportunities, you can broaden the reach of your public education campaign.

# Sample Presentation Pitch Letter

(Date)

Jane Smith  
Executive Director  
Land Park Garden Club  
1000 Main Street  
Sacramento, CA

Dear Ms. Smith:

Thank you for taking the time to discuss our offer to speak before your organization. Anytown Water District would be pleased to make a presentation on the proper use and disposal of pesticides as part of our "*H<sub>2</sub>O Home to Ocean*" campaign.

The Anytown Water District is concerned about water contamination from pesticides, including home and garden pest control products. By educating consumers about the proper use and disposal of pesticides, we can reduce pollution in local waterways and the ocean. In our presentation, your members would receive useful tips on keeping their homes and gardens safe while protecting the environment.

Historically, government agencies have focused on the impact of agricultural pesticides on water quality. However, urban pesticide use has also come under scrutiny in recent years. While urban pesticide applications are often small in scale, their cumulative impact is significant. Pesticide runoff from lawns and gardens, as well as improper disposal, can pose major problems for wastewater treatment plants.

Enclosed is a packet of materials and an outline of our presentation that can be tailored to your organization. We can also supply "*H<sub>2</sub>O Home to Ocean*" brochures and fact sheets for distribution at your meeting.

We are prepared to make this presentation at your earliest convenience, and our representatives are available for morning, afternoon, or evening dates. Please contact me at (phone number). I look forward to hearing from you soon.

Sincerely,

John Doe  
Director

Enclosure



# Explanation of Point-of-Sale Programs

**P**oint-of-sale (p-o-s) programs may involve a manufacturer, retailer, media partner, or all of the above. It is simply a program that puts information where consumers buy a specific product. For home pesticides, the p-o-s may include mass merchandisers, grocery chains, and hardware stores. You may target a retail chain, based on the program you are presenting and the audience you want to reach. For instance, garden centers at mass merchandise outlets may attract more female shoppers than neighborhood hardware stores.

Point-of-sale program opportunities should be designed around partnerships and budget constraints. The program may be as simple as asking retailers to hang posters in their front window during peak buying season. Or it may be as complex as initiating a poster contest with entry forms available in a branded product section at a specific retail location and promoted through a radio tie-in. Product use and disposal demonstrations can also be incorporated into a p-o-s promotion. Keep in mind that federal pesticide labeling law prohibits attaching information directly to pesticide products.

Standard p-o-s collateral includes brochures, posters and shelf displays. Costs for printing the materials and responsibility for distribution will depend on your agreement with retailers

and other partners. Typically, chain retailers can distribute materials through their internal delivery systems.

## Evaluation of Method

As with all public relations programs, there are several ways to evaluate the success of an in-store promotion. Evaluation should be based on the program objectives. Success of various programs may be measured by the number of brochures distributed, the number of consumers attending a seminar or the number of comments or letters sent to retailers who display education materials on the property.

**Pros:** Point-of-sale programs reach consumers where they are making purchasing decisions and can be quite effective in providing educational materials. This is an audience that needs to be aware of the dangers of misuse, as well as advice on how to protect the environment.

As a public service agency with an important environmental message, you give the retailer the opportunity to be a “good citizen.”

**Cons:** Retailers are flooded with requests to promote programs, products and other materials; they often do not want to make decisions without corporate approval. Finding the right person at the right location may be time-consuming.

# Working with Retailers

Most retailers value their reputation in the community and they usually are willing to listen to promotional proposals. Approach them through their marketing or community relations departments with a letter that explains the promotion, what you are hoping they will contribute (window space or contest assistance), and the benefit in the eyes of the consumer.

As with any marketing program, explain the nature of the problem and the need for a solution through consumer educa-

tion. Showing retailers that they can make a positive difference will help your cause. Answer the retailer question, “What’s in it for me?”

Once you have set the stage with a contact letter, follow up with a call requesting a meeting with the decision-makers. If you have product manufacturer support, it would be wise to include the support. For instance, if a manufacturer funds window posters, be sure to let the retailer know that brand support is available.

## Steps to Approaching Retailers

Retailers need to be approached in different ways. The most important approaches are letters and follow-up calls. (See the sample letter that follows.) Most major chain retailers are divided into three areas: store manager; district manager; and corporate headquarters. Your contact depends on the partnership you are planning to create.

For individual store promotions, contact the store manager. If you are pursuing a partnership with multiple stores of the same franchise in a larger area, contact the district manager. In some cases, the store and/or district manager may refer you to corporate headquarters.

If you are pursuing a locally owned business, contact the store manager. After sending a letter, follow up and ask to set up a time to speak by phone or in person. Request only a few minutes of the manager’s time. Send a brief thank-you letter following this meeting.

The Central Contra Costa Sanitary District of Martinez has developed a manual, “How to Implement an IPM Partnership With Stores.” See the “Case Study” in the Appendix for photos and text that describe the program.

# Sample Retail Pitch Letter

(Date)

John Smith, Manager  
The Garden Center  
500 Garden Way  
Sacramento, CA 95814

Dear Mr. Smith:

Anytown Water District wants to make your customers aware that proper use and disposal of pesticides are important to home and garden safety, as well as the quality of local waterways and the ocean. We believe that your business can play an important role in protecting our community's water quality.

We recently launched a public outreach and education program called "*H<sub>2</sub>O Home to Ocean*" to help consumers learn about safe use and disposal of pesticides, as well as environmentally-friendly tips to maintain their homes and gardens. Since The Garden Center sells many home and garden products, I urge you to consider participating in a point-of-sale program for our campaign.

Historically, government agencies have focused on the impact of agricultural pesticides on water quality. However, urban pesticide use has also come under scrutiny in recent years. While residential pesticide applications are often small in scale, their cumulative impact is significant. Pesticide runoff from lawns and gardens, as well as improper disposal, can pose major problems for wastewater treatment plants.

We need to convey this information in a number of ways, including retail displays with placards and tear cards near the pesticide products section. Enclosed is a sample tear card for your review. These materials convey an important message to consumers while enhancing your business reputation in our community.

I would be most interested in your ideas on how Anytown Water District can conduct a mutually beneficial point-of-sale program. You may call me at (phone number). Or I will call in a few days to discuss this proposal with you.

Thank you for your time and interest.

Sincerely,

John Doe  
Director

# Store Signage and Promotion

## Message consistency

In-store signage and promotions are a great way to extend the message of a campaign. As discussed in an earlier section, it is important to provide consistent themes and logos throughout the campaign. If the retail store partner wants to produce its own materials with a store logo, insist that your theme and logo also be presented. Explain that the consumer has seen the theme and logo in other materials and will recognize the

same logo, creating a more effective communication piece.

## Maintenance of materials

Reach an agreement with retailers on who will maintain materials in each store. Discuss these details in advance so that no opportunities are lost. Also remember that store signage may become worn and should be monitored for replacement.

# Potential Major Retail Partners

Following is a list of major retail corporate offices in California. Telephone numbers and Web site addresses were current as of September, 1998. If you cannot find a store listed in your local

phone book, check with the company's headquarters to find the location nearest you. Do not overlook opportunities to conduct programs with locally-owned stores.

### Target

P.O. Box 1392  
Minneapolis, MN 55440-1392  
(800) 800-8800  
[www.target.com](http://www.target.com)

### Home Depot

2727 Paces Ferry Road  
Atlanta, GA 30339  
(770) 433-8211  
[www.homedepot.com](http://www.homedepot.com)

### Ace Hardware

2200 Kensington Court  
Oak Brook, IL 60523  
[www.acehardware.com](http://www.acehardware.com)

### Rite Aid

Camp Hill Shopping Center  
South 32nd Street  
Camp Hill, PA 17011  
(717) 761-9549  
[www.riteaid.com](http://www.riteaid.com)

### HomeBase

2120 Barranca Parkway  
Irvine, CA 92714  
(949) 442-5000

### Orchard Supply Hardware

P.O. Box 49027  
San Jose, CA 95161-9027  
(408) 281-3500  
[www.osh.com](http://www.osh.com)

### Longs Drugs

141 North Civic Drive  
Walnut Creek, CA 94596  
(510) 937-1170  
[www.longs.com](http://www.longs.com)

### K-Mart

3100 W. Big Beaver Road  
Troy, MI 48084-3163  
[www.kmart.com](http://www.kmart.com)

### Wal-Mart

702 SW 8th Street  
Bentonville, AR 72716  
(800) 925-6278  
[www.wal-mart.com](http://www.wal-mart.com)



# Working with Youth Education Programs

**S**chools are an excellent place to discuss integrated pest management (IPM) practices as part of an overall program that teaches children to respect and care for their environment. Most children are fascinated by “bugs.” School gardens offer opportunities for several curricula, including ecology, biology, botany, and environmental affairs.

In addition to the educational benefits of working with youth, there is an added benefit of providing a community service. By sending a district representative to local schools, you are providing expertise to teachers and students. This community relations effort enforces public perception of your district’s concern for health and safety issues.



**With all youth education programs and literature, always include a warning that pesticides should be handled only by adults.**

## School Garden Projects

Many schools, especially at the elementary level, offer garden projects. These gardens are usually on school property and give children the chance to experience gardening first hand. Students take an active role in the development and maintenance of these gardens, either during their class time or as a special club or after-school project.

“Hands-on” activities for school gardens may demonstrate the importance of IPM techniques such as mulching to prevent weeds. Creating an environment for “good bugs” — such as ladybugs that control pests on plants — is a natural attraction for children. They can also learn about the proper care and feeding of garden plants. Other “hands-on” instruction may include pest prevention by covering household refuse, cleaning up lawn and garden debris, and the care and feeding of pets.

The best way to determine if schools in your area offer garden projects is through direct contact. Start by contacting the school district offices nearest your facility. They may have a record of school garden projects. If that doesn’t work, call individual schools. Ask to speak with the principal, vice principal, or a student activities director. Explain that you are available as a resource, and that you would be happy to come to the school and offer a brief presentation about IPM as part of biology, ecology or botany curricula.

You may want to develop youth-oriented materials to send the school. These materials can range from color pages to fact sheets, depending on grade levels. Ask the school contact person what types of materials would be most useful. Offer to be a resource for other student-centered activities such as science fairs, environmental projects, or curriculum development. You also could offer your facility for a student field trip, if the school conducts such activities.

## Evaluation of Method

**Pros:** This type of outreach would be an excellent opportunity for children to learn about pesticide use in a garden environment. Students have direct contact with a person who can explain IPM techniques and answer their questions. Children are likely to share the information with their parents.

**Cons:** The time it would take to locate schools with student gardens, and the time it would take for a presenter to visit individual schools are a key drawbacks for this option.

Also, there may be a negative reaction from some parents if schools use pesticides around their gardens, or indirectly discuss the use of pesticides as part of a gardening program.

## Supplementing Recycling Programs

Environmental topics are often discussed in classrooms. Recycling is one of the most successful school environmental programs. Topics range from source reduction to composting, and they offer excellent opportunities to get students involved. One way to increase awareness of pest control issues is to tap into school campaigns that focus on recycling.

Recycling programs often incorporate other environmental elements, such as composting and the re-use of items to decrease waste. With IPM, consumers work with nature to create an environ-

ment where it is difficult for pests to survive. Under certain conditions, IPM may also reduce the amount of pesticides used, and therefore decrease the number of discarded containers. It is important to note that pesticide containers should never be recycled. Recycling programs may also include safety information on household hazardous waste, and how adults should properly dispose of such waste.

Contact the schools directly, introduce yourself and the resources you offer, and ask about current recycling programs. Offer to enhance the current program with information about IPM practices, such as handouts for use by teachers. There is also the opportunity to offer schools a guest speaker on the subject of using garden products wisely, employing IPM practices, and how improper use and disposal of pesticides can impact water quality. Position yourself as a source of information that can be utilized for environmental studies.

## Evaluation of Method

**Pros:** Students are educated about IPM and its relationship to recycling. Children can then relay what they've learned to their parents, and influence their parents' wise use of pesticides.

**Cons:** It requires considerable time and effort to contact schools, find out what types of recycling/environmental programs they offer, and get information to teachers. This effort could be greatly reduced by employing other special interest groups to aid in outreach efforts.

## Poster Contest

Another way to educate children about IPM is to hold a poster contest. Poster contests have long been used to gain attention for issues, especially those related to health issues. The success of a poster contest depends on advance planning.

Timing is an important factor in announcing and holding the poster contest. To coincide with the gardening season, hold the contest in March as the growing season begins. Announce the contest at least a month in advance, to give teachers the time to explain the program to children. Arrange the contest at the beginning of the school year, to give staff time to get the contest on their calendars.

Separate entries into several age categories. It is best to put the elementary grades into two categories (kindergarten to third grade and fourth to sixth grade). Junior high schools and high schools can be put in two categories. Create a one-page sheet that lists all of the requirements for the poster contest. Items such as the size of the poster, the materials to be used (pen and crayons are more colorful than pencil drawings), and the elements that must be included should all be clearly outlined in the requirements. Be sure to include a deadline for submission on the form. You can either have the schools mail you their entries, or you can arrange a time to go and pick

them up. Contest judges should include representatives of your district and the schools. Entries should be judged both on artistic merit and the messages presented.

For best results, a poster contest needs prizes for the winners. Ask local merchants to donate items that you can promote on the entry form. Gift certificates for ice cream, pizza, or other youth-oriented merchandise make popular prizes. T-shirts, hats, or other small give-away items are acceptable prizes if you can't get donated materials. Announce that you will display the winning entries for a specified period of time. Display them at your facility, or better yet, work with a local retail establishment or mall to showcase the prize-winning work.

### Evaluation of Method

**Pros:** Poster contests help students become better educated about an issue.

**Cons:** Dozens of organizations approach schools with poster contests. It doesn't take long for the school year to become saturated with the contests. Contacting the schools early may help in getting your poster contest on the school calendar.

# Introduction to Web Sites

**O**ne way you to enhance your public education efforts is to place information on the World Wide Web. It

can provide a dynamic way to reach consumers with up-to-date pesticide information.

The number of people who access the Web for information is growing at an exponential rate. Although there are more than 16 million Web sites at present, a user should be able to find your site by searching for it with specific key words — such as “pesticide,” “water quality,” or “environment.” Therefore, your site should have references to the key issues that you want to relate to the Web audience.

By creating a Web site to correspond with your public education campaign, you offer customers the opportunity to find out more about the issue when and where it is convenient for them. You can also stay in closer contact with customers (by e-mail) and give them timely information that is faster than regular mail and cheaper than a fax.

If you lack the budget to create your own site, another potential option is to seek a partner with an existing site. This means finding an existing site that focuses on similar issues and concerns.

Some potential partnerships might include:

- Local government sites (county and city offices)
- Local clubs and garden society sites which are usually linked to their national organizations and other similar groups
- Special interest group sites that focus on water quality, safety or environmental issues
- Professional water industry sites
- Retailers that have local sites with educational information
- Recreation and park districts that offer community information
- Adult education centers that offer gardening and home improvement courses

Most Web sites list a contact person, or at least a general phone number and address. Sometimes you’ll have the option to send an e-mail message to the person responsible for maintaining the site. In this case, e-mail your offer to provide information on pesticide issues on the Web site. Be prepared to send (via e-mail, fax or regular mail) information on your pesticide issues and what materials you can provide for the Web site.

## Evaluation of Method

**Pros:** POTWs can educate the public about pesticide issues in a forum that is increasingly being used by consumers.

**Cons:** The time that it takes to seek out potential sites, or create your own site, is a drawback. Creating and maintaining your own site can become extremely costly.

## Other Considerations in Creating a Web Site

Establishing your own site involves a serious commitment in terms of time and money. You should undertake a cost-benefit analysis and examine your available budget before deciding to launch your own site.

## Benefits

*Control of information:* With your own Web site, you have total control over the information and its presentation. If you partner with another site, you will most likely submit information to a designated person and they will fit it into their existing format.

*Promotion of exclusive site:* Having your own Web site means that you can select a name that corresponds with your public education program, and promote it throughout your campaign. If you are part of another site, some of this visibility will be lost.

*Easier to update information:* If you maintain your own site, it is easier to update information when convenient for you to do so. And there is minimal cost — mostly staff time — when adding new pages to your own site.

## Drawbacks

*Expenses involved:* Creating and maintaining your own Web site can be costly and should not be considered for a low-budget campaign. Initial creation of a site, including registration of the site address, could run from \$2,000 to \$4,000, depending upon complexity of the job. The cost to maintain an average Web site with updates can cost several hundred dollars per month.

*Keeping information updated:* If you don't have a dedicated staff person responsible for your Web site, maintenance can be burdensome. If you're partnering with another site, you are usually responsible for getting them new or updated information on a set time schedule. The partner may also update the site infrequently, which could be a problem if you need to include timely information on your program.



[www.cdpr.ca.gov/docs/h2o](http://www.cdpr.ca.gov/docs/h2o)

# How to Set Up Your Own Web Site

Creating a Web site is more than just putting a few key messages and text together. It requires a significant amount of research and planning. Establishing your Web site also requires a commitment to updating and maintaining the site on a regular basis.

Unless you are extremely accomplished at Web site development and Internet language, you will need to contract for service. Web consultants or designers sometimes are also called webmasters.

To locate individuals or companies that develop Web sites, look in your local Yellow Pages under "Internet" or "computer consulting/multimedia." Also look for companies that advertise in newspapers or magazines. Check the business section of your local paper for advertisements or ask for recommendations from other districts or local businesses. Your Chamber of Commerce may have members who perform this work.

It is important to find a contractor who regularly designs sites for clients. You may come across companies who "do it all" with computers and the Internet. They may not have all of the expertise that you need to design and implement your site. When you have narrowed down your search, ask for references and get a list of clients and their Web site addresses, so that you can examine some finished products.

Find out both the cost for creating and maintaining your site. The estimate is usually given as a set fee for the creation of the site and a per-month cost for maintenance. Be sure to have the

developer specify what is included on the estimate. Check to see what the initial fee covers and what is included on the monthly update charge. Get everything in writing. It is also a good idea to offer prospective bidders a written description of what you're trying to develop. Keep copies of all correspondence between you and the developer.

The cost of creating and maintaining a Web site may seem high for many POTW budgets, so look for alternate sources of site development. Schools are one lower-cost alternative. Students at both the high school and college level are learning programming language needed to develop sites, and they may offer their skills at a discount. Proceed cautiously with this type of arrangement.

Once you have located a reputable Web developer, then break the process of creating the Web site into five steps:

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## 1. Research and Analysis

**Objective:** Define key messages and review other Web sites.

Web sites often serve as the primary introduction to an organization and its programs. It is crucial that sites convey an organization's values and central mission. Determine what key messages you would like to display on your site. Make a list of these key messages and materials you would like to have on your site. An example of such a list would be:

**Key messages:**

- Pesticides used in homes and gardens can contaminate waterways.



- Purchase, use and dispose of pesticides properly.
- Consider using IPM for pest prevention and pest control.

**Materials:**

- Explanation and background information on the problem.
- A question-and-answer section on pesticide use in the home.
- Fact sheet on pesticide use and IPM (see Appendix).

Once the key messages have been identified, review Web sites that highlight campaigns similar to yours. These sites can be found by entering a search for keywords such as pesticides, water quality, environmental campaigns, or IPM. It may also be helpful to look at printed materials you have gathered to see if they have a corresponding Web site. Review other general Web sites that you like for their format or design. Keep a master list of the Web sites you've reviewed and what you think of their content and layout. This list will be helpful when working with your Web developer. Based on the key messages you want to convey, and the type of Web sites you prefer, the developer will have concrete ideas on how to proceed with the creation of your site.

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## 2. Structural Design

**Objective:**  
To develop the outline of the site.

The second stage of the design process involves developing the structural foundation of the site. The list of materials that you developed in step one can

now be fleshed out in a detailed outline. Talk to your developer about the structure and design of sites that you prefer.

Once the outline has been finalized, a flowchart is developed. The flowchart provides a visual structure of the site and acts as a blueprint for the remainder of the site's development. This flowchart will also provide the development team with a common working document that everyone can refer to during the production process. It also serves as the foundation from which a time line and final budget are created. Early agreement on the content structure of the site will streamline production work in later stages of development.

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## 3. Development

**Objective:**  
To develop concepts for graphic and content elements that effectively introduce and reinforce key messages.

The Web is a communication tool that relies on visual impact. Visual appeal and design can even override the written information on the screen. Design also determines the ease of navigating the site. It should be graphically consistent with all of the other campaign materials. During this stage of the process, the design elements of the site will be created, including home page design, secondary page templates, and specific recommendations for photography and illustration.

Visitors will tap into the content of a site according to their interests and questions. Effective sites not only provide in-depth, accessible information about programs and services, they also



allow consumers to pose questions, explore information, and request materials online. Content development is a combination of editing and writing. Once the written materials have been compiled, they can be edited for use in an interactive setting.

Remember to review the *H<sub>2</sub>O Home to Ocean* logo and other collateral materials provided with this workbook. Using these materials as the basis for your Web site design could result in significant cost savings. The logo and other materials may be downloaded from:  
[www.cdpr.ca.gov/docs/h2o](http://www.cdpr.ca.gov/docs/h2o)

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## 4. Implementation

### Objective:

**To merge copy and graphic elements together into a cohesive, effective Web environment.**

In this step, the written content of the site is merged with graphic design templates. Once the site is constructed, it must be tested and revised until it is free of defects and typos. Throughout this final phase, the focus remains on consistent delivery of the district's communications objectives.

At this stage it is also possible to link your site with others that have relevant information on pesticide use. This added feature of your site would give consumers the opportunity to expand their knowledge of the issue. Once your site is complete and can be accessed, offer your Web site address to other relevant organizations that may provide links to your site. Search the Web for other sites that include information similar to yours. Approach the person listed as the contact

on the site, and ask if it's possible to link the two sites together. These links will allow consumers to transfer from someone else's site directly to yours with just a click of the computer mouse.

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## 5. Ongoing Management

### Objective:

**To introduce an active, high-quality, sustainable Web site.**

The last phase of the five-step development process is the site's introduction and management. Once your Web site is online (accessible to the public), then begin promoting the site on written materials to your customers. Managing a Web site is a continuous process. Management includes updating the site with new data, maintaining the accuracy of the text, and periodically checking links and contact information to make sure they are still in use and active.

It is important to not only update information on the site, but to also include new information on a regular basis. This motivates consumers to check back, increasing the number of times a person visits, or "hits." Set a schedule for adding updated materials. This can help you to achieve consistency in supplying new information.



**Consider a mechanism for gauging "traffic" (visitors) on your site during a specific period of time. Your Web developer should be able to advise you on how this might be done. You may also want to develop an e-mail response feature to get consumer feedback on what they liked about the site, and other information they would like to see.**

# Reaching Out with Telephone Hotlines

**O**ne way to keep in touch with your customers is a telephone hotline with up-to-date information. This

information line can serve as an easy-access resource for customers who want information about pesticide disposal and integrated pest management (IPM).

Customers may not always know where to take pesticides for disposal. This is sometimes complicated by the fact that collection centers are only open on specific dates. In addition to such information, the hotline could announce special events or promotions involving your facility. A recording can be updated on a regular basis, and the phone number should be included on print materials used by your public education campaign.

The cost of a hotline varies, depending upon whether you want a local number or a toll-free number. A local number would cost about \$70 to set up and approximately \$15 per month to maintain. A toll-free number costs approximately \$30 to establish and \$15 a month to maintain. (With a toll-free number, you will also be charged for incoming long-distance calls.)

The costs cited above are for telephone lines only. The equipment needed to operate a hotline may range in cost from \$50 for a simple answering machine to thousands of dollars for specialized equipment that allows an unlimited

number of messages played consecutively. Toll-free service can track the number of incoming calls to your hotline to measure its usefulness.

## Evaluation of Method

**Pros:** Easy resource for people to obtain information on pesticide use and disposal. The hotline could be publicized with all public education materials.

**Cons:** Cost for setting up and managing either a single toll-free number or a series of numbers can be prohibitive. Costs can be reduced by partnering with other agencies that have similar hotlines. You could add your message to an existing number for a fraction of what it may cost to operate a number yourself.

## Share a Hotline or Establish Your Own

Both options have distinct advantages. You may want to consider the pros and cons of both before making your final decision.

Investigate community-service numbers. These phone lines may be promoted in city/county directories, on Web sites, and in the community section in the phone book. Several local numbers may be operated by the city or county, local

phone companies, or other agencies and corporations. Many of these phone numbers provide multiple lines for different topics. Pesticide information could be classified under health and safety, gardening, or environmental issues.

The other option is to create your own hotline, either by modifying an existing line or establishing a dedicated number.

This option could be more costly if you choose to create a new number for the program. With your own line, you can dedicate messages to other district programs as well as the *H<sub>2</sub>O Home to Ocean* program. You also have the ability to make quick changes to the messages, whereas sharing with others may limit changes to once or twice a month.

## Script and Hotline Tip Suggestions

There are two things to keep in mind when creating the recordings on your hotline:

- Messages must be consistent and they should be updated on a regular basis. For consistency, use similar messages and tips.
- Messages should be updated weekly, and even more frequently when specific dates are highlighted.

*Some examples of short messages to include on your hotline:*

“It’s springtime and your thoughts are turning to gardening and home improvement projects. When using pesticides, purchase only what you need, read all directions carefully, and don’t dump pesticides down drains or on sidewalks and driveways where they might run off and contaminate our water.”

“Keep your home clean and your garden green while protecting the environment. Read the labels on all pesticide products, follow instructions carefully and never dump excess products down your sink or into storm drains. Dispose according to the label directions and protect our water, from home to ocean.”

“Are the bugs in your garden bugging you? Prevent unwanted pests in and around your home by following a few easy tips... Protect beneficial insects that control destructive pests... Clean up debris around your home and garden... and eliminate food sources such as leftover pet food and open garbage containers.”

“As spring begins and you turn to garden activities, remember three steps to pesticide safety: Buy only what you need... Use every product according to label directions... dispose of all pesticides according to label directions.”

# Outreach to the Hispanic Population

**F**or the purposes of ethnic outreach, we focus on the Hispanic market for the following reasons:

- Some 28 percent of Californians are Hispanic, and the percentage is rapidly increasing.
- Between 1990 and 2010, California's Hispanic population will double.
- Imperial County's Hispanic population in 1990 accounted for 66 percent of the total population and San Benito County posted a 46 percent Hispanic population.
- More than 41 percent of Los Angeles County's population is Hispanic.
- U.S. cities with over 1 million in Hispanics include, Los Angeles (6 million), and San Francisco (1.2 million).

The following factors might influence how and where you reach this audience:

- More than one-half (58 percent) of all Hispanics in California rented their dwellings in 1995.
- Hispanics typically are a younger audience.
- Reaching the Hispanic audience by using Spanish language literature is far more effective than using English.

A recent advertising study of Spanish-language commercials found they were:

- 40 percent more effective at increasing awareness;
- 56 percent more effective at increasing comprehension
- and they were judged to be five times more persuasive even among bilingual audiences.

Spanish language broadcast and print media are the most reliable and effective method for reaching this audience.

## Reaching an Ethnic Audience

Start with sources as simple as the phone book (Hispanic Yellow Pages would be preferable) under such headings as "Clubs" and "Hispanic Chamber of Commerce."

Spanish-language newspaper and broadcast outlets are very popular in major metropolitan areas. Editors look favorably upon materials translated into Spanish, and broadcasters are more likely to accept interviews and stories if a Spanish-speaking spokesperson is available. Check Spanish-language media in directories, on the Web, or in your local library. See page 35 for media relations and contact information.

# Estimates for Printing and Distribution

**B**efore you print materials for your public education campaign, first estimate what items you will need and in what quantities.

If you are conducting a retail partnership program, retail staff should have experience in estimating needs for individual stores. If brochure racks are available and hold 25 brochures each, the number needed for initial distribution becomes obvious. For posters, simply start with the number of participating stores; remember to provide a couple extras for each store so they can be replaced when worn.

If you are sponsoring a retail seminar, you will want to provide flyers in advance and brochures during the seminar. If you estimate that 50 customers may pick up flyers each day for two weeks before the program, then you will need to print 700 flyers. Estimate the number of brochures needed for the seminar based on maximum seating capacity. Also take into consideration whether you plan to hold multiple seminars; if so, you can save on printing costs by placing a bulk order, rather than re-ordering for each event.

## Checklist

An event or program checklist will assist in gaining close estimates of what materials will be needed and in what quantities. If the media is invited to the event, have press materials available at the same time you have brochures for the public. Each checklist will vary, depending on the event.

To generate a comprehensive checklist, visualize the event from beginning to end for each type of participant.

- For instance, *visualize yourself as a speaker* — you will need to refer to materials in your talk and you will want to hand them out. Make sure those materials are listed.
- Then *visualize yourself as a member of the audience*.

Will you see materials on the chairs as you walk in, or will they be placed on a table?

Will the event require brochures or flyers, or materials such as magnets, pens or other premiums?

If members of the news media are in attendance, think through their needs and make sure all materials, including any promotional items (T-shirts, keychains, and the like), are on the checklist.

# Working with Printers

Print materials in this workbook are camera-ready, which means they are in a format suitable for reproduction. Even though these materials have been provided, it is helpful to have a working knowledge of dealing with printers and copy centers.

Write out orders for printed materials first. Create a specification sheet that outlines all elements of your project. The list should include the size of the item (both the initial paper size and the size of the finished product), the type of paper to be used for printing, ink color desired, quantity you need, and the deadline for the materials. If you are creating a brochure, be sure to specify the number of folds.

Most customer-oriented print shops will be happy to assist you in selecting paper and ink samples. They should also be willing to explain different parts of the printing process. It's a highly competitive business; find a printer who will help you understand the process.

Also consider working with a print broker; they are listed in the Yellow Pages. Print brokers may be able to find the best deal for your print project, based on your specifications. They can definitely save the time it would take to call print houses for estimates. It may also save you money in that the brokers may receive an additional discount as a frequent customer of print shops. Often, the fee for the print broker's services are offset by the savings. A print broker may also know when printers are less busy, which could mean more cost savings to you.

There are literally hundreds of terms and definitions unique to the printing industry. Following are some of the most common terms.

## Glossary of Common Printing Terms

*Accordion fold:* Bindery term, two or more parallel folds which open like an accordion.

*Alteration:* Change in copy of specifications after production has begun.

*Author's corrections:* Also know as "AC's." Changes and additions in copy after it has been typeset.

*Bind:* To fasten sheets with wire, thread, glue or by other means.

*Bleed:* Printing that goes to the edge of the sheet after trimming.

*Blind embossing:* An image pressed into a sheet without ink or foil.

*Blueline:* A blue photographic proof used to check position of all image elements.

*Butt:* Joining images without overlapping.

*Camera-ready copy:* Print-ready mechanical art.

*Coated paper:* A clay-coated printing paper with a smooth finish.

*Collate:* A finishing term for gathering paper in a precise order.



*Color key:* Color proofs in layers of acetate.

*Color separations:* The process of preparing artwork, photographs, transparencies, or computer generated art for printing by separating into the four primary printing colors.

*Contrast:* The tonal change in color from light to dark.

*Copy:* All furnished material or disc used in the production of a printed product.

*Crop:* To cut off parts of a picture or image.

*Crop marks:* Printed lines showing where to trim a printed sheet.

*Density:* The degree of color or darkness of an image or photograph.

*Die:* Metal rule or imaged block used to cut or place an image on paper in the finishing process.

*Dummy:* A rough layout of a printed piece showing position and finished size.

*Duotone:* A halftone picture made up of two printed colors.

*Emboss:* Pressing an image into paper so that it will create a raised relief.

*Flood:* To cover a printed page with ink, varnish, or plastic coating.

*Flop:* The reverse side of an image.

*Four-color process:* The process of combining four basic colors to create a printed color picture or colors composed from the basic four colors.

*French fold:* Two folds at right angles to each other.

*Galley proof:* Text copy before it is put into a mechanical layout or desktop layout.

*Ghosting:* A faint printed image that appears on a printed sheet where it was not intended. More often than not, this problem is a function of graphical design. It is hard to tell when or where ghosting will occur. Sometimes you can see the problem developing immediately after printing the sheet, other times the problem occurs while drying. However, if the problem occurs, it is costly to fix, if it can be fixed. Occasionally it can be eliminated by changing the color sequence, the inks, the paper, changing to a press with a drier, printing the problem area in a separate pass through the press or changing the racking (reducing the number of sheets on the drying racks). Since it is a function of graphical design, the buyer pays for the increased cost.

*Gloss:* A shiny look reflecting light.

*Hairline:* A very thin line or gap about the width of a hair or 1/100 inch.

*Halftone:* Converting a continuous tone to dots for printing.

*Hard copy:* The output of a computer printer, or typed text sent for typesetting.

*Indicia:* Postal information place on a printed product.

*Keylines:* Lines on mechanical art that show position of photographs or illustrations.

*Knock out:* To mask out an image.



*Magenta:* Process red, one of the basic colors in process color.

*Matchprint:* Trade name for 3M integral color proof.

*Matte finish:* Dull paper or ink finish.

*Mechanical:* Camera ready art all contained on one board.

*OK sheet:* Final approved color inking sheet before production begins.

*Opacity:* The amount of show-through on a printed sheet. The more opacity or the thicker the paper the less show-through. (The thicker/heavier the paper the higher the cost.)

*Overrun or overs:* Copies printed in excess of the specified quantity. (Printing trade terms allow for + -10 percent to represent a completed order.)

*Perfect bind:* A type of binding that glues the edge of sheets to a cover like a telephone book, Microsoft software manual, or *Country Living Magazine*.

*PMS:* The abbreviation for Pantone Color Matching System.

*Process blue:* The blue or cyan color in process printing.

*Process colors:* Cyan (blue), magenta (process red), yellow (process yellow), black (process black).

*Ragged left:* Type that is justified to the right margin and the line lengths vary on the left.

*Ragged right:* Type that is justified to the left margin and the line lengths vary on the right.

*Ream:* Five hundred sheets of paper.

*Register:* To position print in the proper position in relation to the edge of the sheet and to other printing on the same sheet.

*Register marks:* Cross-hair lines or marks on film, plates, and paper that guide strippers, platemakers, pressmen, and bindery personnel in processing a print order from start to finish.

*Saddle stitch:* Binding a booklet or magazine with staples in the seam where it folds.

*Score:* A crease put on paper to help it fold better.

*Self-cover:* Using the same paper as the text for the cover.

*Show-through:* Printing on one side of a sheet that can be seen on the other side of the sheet.

*Spot varnish:* Varnish used to highlight a specific part of the printed sheet.

*Stock:* The material to be printed.

*Substrate:* Any surface on which printing is done.

*Transparency:* A positive photographic slide on film allowing light to pass through.

*Trapping:* The ability to print one ink over the other.

*Varnish:* A clear liquid applied to printed surfaces for looks and protection. (UV coating looks better.)

# Promotional Materials

These logos and artwork have been designed for use in all aspects of your public education campaign. They can be used in the design of additional campaign materials, to identify your program on letterhead or for use on other promotional items.

Using these logos on all print material will keep your campaign consistent and make it easily identifiable to consumers. The logo can be used for advertising, displays, signage, and for all premiums that you use during a campaign.

The logo was designed to be effective as black and white artwork, but it should not be altered from its original format (that is, you may print it large or smaller, but we ask you not to change the proportions, the graphics, or the type font). If you decide to print the logo in color, we request that it be produced in PMS (Pantone Matching System) 322C.

## Bill inserts

Bill inserts are mailed with utility bills. Included here are two sample camera-ready inserts. One focuses on the use and disposal of pesticide products, and the other emphasizes the use of integrated pest management.

### Bill inserts print specifications and cost

8 1/2" x 11" sheet, one sided

One-color ink

60# offset standard paper

4 cuts to separate

Quantity = 4,000      *Estimated cost:* \$85

## Bookmark

The bookmark was created to use in educating the secondary target audience — the youth market. The bookmark can be used throughout the public education program. It can be distributed at school-based programs, during fairs and festivals, and at other special events.

### Bookmark print specifications and cost

8 1/2" x 11" sheet, single sided

65# color cover paper

One-color ink

4 cuts to separate

Quantity = 5,000      *Estimated cost:* \$200

## Brochures

Two different types of brochures have been developed for use in your public education campaign. One focuses on the purchase, use and proper disposal of pesticide products. The second emphasizes integrated pest management.

These brochures have been created in both English and Spanish. The artwork and design of these brochures is camera-ready, which means they are ready for reproduction.

### Brochure print specifications and cost

8 1/2" x 11", printed on two sides

60# offset standard paper

One-color ink

Letterfold

Quantity = 10,000      *Estimated cost:* \$790

## Fact Sheet

Fact sheets are an easy way to cover various aspects of an issue. A fact sheet can provide a quick reference for use in many aspects of your outreach program. The sheets can be distributed at the exhibit space at local fairs, handed out at presentations, and included with media packages as background information. These quick-reference fact sheets are also beneficial when working with key contacts or soliciting partnerships, since most people prefer to receive information in writing. A fact sheet on pesticide issues and IPM has been developed for your campaign.

### Fact sheet print specifications and cost

8½" x 11", single sided  
20# bond colored paper  
One-color ink  
Quantity = 5,000

Photocopied: *Estimated cost:* \$185  
Printed: *Estimated cost:* \$220

## Flyers

Flyers are an easy way to distribute information to the public. They can be folded and included in correspondence, or distributed at special events. Two flyers have been developed for this campaign. The first focuses on pesticide use; the second highlights integrated pest management.

### Flyer print specifications and cost

8½" x 11", single sided  
20# bond colored paper  
One-color ink  
Quantity = 5,000

Photocopied: *Estimated cost:* \$185  
Printed: *Estimated cost:* \$220

## Point-of-Purchase and Point-of-Sale Materials

These camera-ready materials have been created for a point-of-sale or point-of-purchase program and can be used in a variety of configurations in retail settings.

### Tear sheets print specifications and cost

3" x 5"  
One-color ink  
60# offset standard paper  
Quantity = 200 pads of 25 sheets each

Printed: *Estimated cost:* \$155

### Placards print specifications and cost

8½" x 11"  
One-color ink  
65# color cover stock paper  
Quantity = 100

Printed: *Estimated cost:* \$45

## Poster

The poster for the *H<sub>2</sub>O Home to Ocean* public education campaign can be used in a variety of ways. It has been developed in English and Spanish. The poster may be downloaded from [www.cdpr.ca.gov/docs/h2o](http://www.cdpr.ca.gov/docs/h2o).

### Poster print specifications and cost

11" x 17" single sided  
King James .010 white  
Two-colors (black and one PMS color)  
Printed  
Quantity = 1,000 *Estimated cost:* \$375

# Executive Summary

**I**n December 1995, the California Environmental Protection Agency's Department of Pesticide Regulation (DPR) retained Dennis H. Tootelian, Ph.D. to assist it in conducting a survey of publicly owned treatment facilities. Dr. Tootelian is a Professor of Marketing in the School of Business Administration at California State University, Sacramento.

The overall purpose of the study was to evaluate how best to conduct an expanded public outreach program targeted to residents and businesses to reduce illegal handling and disposal of pesticides. This was based, in part, on a grant that DPR had received from the U.S. Environmental Protection Agency to conduct such a program. The objectives of this study were to assess:

- The extent to which problems exist with specific pesticides (i.e., diazinon, chlorpyrifos, tributyltin, copper-containing pesticides).
- The extent to which problems exist with specific pesticide uses (i.e., industrial, business/commercial, residential, landscape maintenance and roadside weed control, agriculture, parks and golf courses).
- What types of outreach programs have been used by publicly owned treatment facilities.
- The perceived value of outreach programs, and what methods of communication and support materials would be most valuable to such future efforts.

## Methodology

The population for the study was defined by DPR Management to be publicly owned treatment facilities in California. This was considered to be the primary group with which it would be involved in future public outreach programs.

To obtain information from the Managers of these facilities, it was decided that a mail questionnaire would be most appropriate. Mail surveys were appropriate for difficult to reach and geographically disbursed groups, and it allowed potential respondents with sufficient time to think through their answers.

The sampling plan used for this study consisted of both a random sampling element and the selection of specific facilities within targeted geographic areas. This was done because DPR Management wanted to ensure that certain areas which had experienced problems were included in the sample. The other facilities were randomly selected.

A total of 448 publicly owned treatment facilities were identified for inclusion in the survey. This was believed to be sufficient to achieve a broad representation of the State for purposes of the study.

The questionnaire was developed based on input from both DPR Management and the consultant. In addition to a cover letter which took the first panel, a series of ten questions were included in the

remaining panels. Since some questions were multi-part in nature, a total of 34 actual questions were asked. Multiple choice, dichotomous choice, and open-ended questions were included in this questionnaire. For attitudinal questions, five-point Likert-style scales were used.

## Conclusions

Based on the results of this study, several conclusions appeared to be appropriate. They are summarized below:

- Of the pesticides studied, copper-containing pesticides were considered to pose the most significant problem. This was found for all respondents as well as those in the Bay Area.
- Respondents considered landscape maintenance and roadside weed control to be the most significant problem use for pesticides. This also was found for Bay Area respondents. Overall, agriculture was second, while in the Bay Area, it was residential use.
- A large percentage of respondents indicated they were uncertain as to how significant a problem various pesticide uses posed. This also suggests that the potential magnitude of the problems with pesticide use is unknown.
- One-third of the respondents have conducted public outreach programs, and the most common types of programs were exhibits and bill inserts. The messages conveyed tended to focus on proper disposal of pesticides, and protecting the environment.
- Public Service Announcements (PSAs), brochures for reprinting, and point-of-purchase displays were perceived to be the most valuable informational materials for outreach programs. While other informational materials also were considered useful, these three were the most commonly cited.
- Respondents perceived radio/television and bill inserts to be the most effective methods for communicating with the general public. Interestingly, exhibits and presentations, which were used extensively, were infrequently cited as the best method.
- The best months for conducting public outreach programs appeared to be April, May, and June. January, November, and December were viewed as the least desirable.
- While a somewhat greater number of respondents indicated that a generic outreach program created by DPR for use by service areas was preferable, a sizable number suggested a statewide program conducted by DPR. The findings indicate that there is no clearly appropriate way to undertake an outreach program.
- The great majority of respondents believe that a public outreach program would be valuable. This is especially important since their support for such a program would be invaluable for maximizing the impact of the program. Based on this study, it appears that widespread support does exist for a program.

# Case Study of Exemplary Program

**F**or a case study of an effective public outreach and education campaign, DPR chose a project conducted by the Central Contra Costa Sanitary District (Central San). The project is a broad-based, community effort to increase awareness that improper pesticide use and disposal can harm water quality. The program also seeks to reduce the risks of pesticides used by the general public.

There are four main elements to Central San's program:

■ *IPM Demonstration Garden:*

The one-third-acre test garden was constructed near Central San's household hazardous waste facility. The garden was built as an interactive opportunity for visitors to understand IPM through visual representation and signs that explain IPM methods.

■ *IPM Partnership with Stores and Nurseries:*

Central San worked with four retail establishments as IPM partners. Store staff received IPM product training and learned how to assist customers with gardening problems. Central San also provided store displays and related handout materials to their retail partners.

■ *IPM Partnership with Master Gardeners:*

Master gardeners were recruited and trained by Central San to conduct public IPM workshops. All Master Gardeners were given training and materials to conduct the seminars. Central San actively promotes the workshops through newspapers, newsletters, at retail partnership stores, and at special event booths.

■ *Communications:*

This includes participation in industry meetings, presentations at conferences and workshops, and other efforts to keep industry representatives and officials apprised of program achievements.

While this project may offer many useful ideas for other POTWs, it should be noted that the program was designed specifically by and for the Central Contra Costa Sanitary District. Some aspects of the program, including recommendations and characterizations of pest problems and solutions, may not correspond to policies endorsed by DPR and other agencies.

# Media Coverage of Pesticides in Water

The following articles provide a sample of print media coverage involving pesticides and water quality. News stories about pesticides have long centered on agricultural uses, but now the focus is turning to homeowners and urban areas.



# Components of an IPM Program

The following description of integrated pest management was excerpted from an article in *Common Sense Pest Control Quarterly*, a publication of the Bio-Integral Resource Center (BIRC). For a free publications catalog, contact BIRC, PO Box 7414, Berkeley, CA 94707.

An IPM program contains the following key components:

## 1. Initial Information Gathering

Obtain an identification of the pest and/or problem. The scientific name of an organism is the key to all that has been written about the pest in the past. Examine the literature on the biology of the pest and its management. Interview local management personnel on the history of pest management at the site as well as other activities that might influence the pest problem. Information collected on the background of the problem, plus records of ongoing activities once the program begins, provide the basis for intelligent program continuity.

## 2. Monitoring

Observe the plants, or site, for potential pest problems at regular intervals (see Monitoring below for full details).

## 3. Establishing Injury Levels

Determine when the pest problem is likely to become serious enough to require some action.

## 4. Record-keeping

Keep records of what is seen, decisions made, actions taken, and results. Records are the memory of a system. When personnel leave their experience is lost if there are no records.

## 5. Least-toxic treatments

Select pest management approaches and specific methods according to the criteria spelled out below. Confine the treatments in time and place (i.e., use spot treatments) to minimize ecosystem disruptions. A summary of treatments strategies is provided below.

## 6. Evaluation

Inspect after treatment action has been taken. Write down what you learn. Has the treatment been worthwhile? How can the whole process be improved to achieve the overall objectives of the program?

# Monitoring

This involves regular inspections of the areas where pest problems might occur, and keeping records of what you observe. It means paying close attention to specific animal, plant, or microbial populations as well as to human behavior and weather. But a practical monitoring system does not need to meet the stringent requirements of a research project. Each monitoring system needs

to be tailored to the particular situation, i.e., the level of effort should be appropriate to the amount of serious damage caused by the pest, the time available, and the skill level of the person who will be making the inspections, etc.

Monitoring a small system, such as a residential kitchen with a cockroach problem, may only require quick bi-weekly inspections of sticky traps used to track the rise or fall of roach populations. In large systems such as parks, wholesale nurseries, farms, or forests, where intolerable economic damage may result if pest populations are not controlled, a full-scale monitoring program may be required.

This not only involves recording the population size of key pests and their natural enemies, but also may involve keeping track of other potential pest populations and their natural enemies. The impact of cultural practices such as fertilizing, irrigating, pruning, and mowing on pest populations must be analyzed. The influence of heat, humidity, and such weather phenomena as rain, wind, and flooding on pest population size should also be taken into account.

Management of garbage and domestic animals, as well as other human behaviors affecting household pests, may need to be monitored. Any of these factors may need to be recorded; the decision will depend on the purpose for which the monitoring is undertaken.

## Developing A Monitoring Program

Here are some suggestions for both the lay public and the professional consultant on how to develop a monitoring and record-keeping system:

1. Determine the **purpose** of the monitoring. For example, one might establish a monitoring program to: determine injury levels; predict pest population levels or time treatments; or learn something specific about the biology or ecology of the pest or its natural enemies.
2. Determine **which populations** are to be sampled. For example, although there are many predators and parasitoids which could be monitored with respect to the management of most pests, some are more important to sample than others.
3. Decide which **other variables** need to be sampled (e.g., height and frequency of mowing temperature and humidity; soil fertility and moisture levels; kitchen sanitation, etc.)
4. Decide on the **frequency** of the monitoring visits. While once-a-week observation is a common choice, this may need to be varied to suit the season, the weather, the size of the pest population, or other variables. Frequency of visits are usually increased as pest populations approach the injury level.
5. Decide **which sites** should be inspected. High priority areas, or those offering examples of characteristic variation in the system, may be visited most frequently.

6. Determine the **number** of plants or locations to be sampled at each site.
7. Decide upon a **precise sampling procedure**. More than one technique or sample size may have to be tried to determine this. Recording numbers of plants or sites showing damage, and ranking them high, medium, or low; making counts of organisms at specific sites (e.g., the number of caterpillars on the last foot of a branch, five feet above the ground, selected at random on the north, south, east, and west of the tree); and counting or weighing organisms attracted into light or pheromone traps, are some of the many methods available.
8. Devise a **record-keeping system** that is easy and quick to use in the field.
9. Develop a system of **displaying** the information collected for ease in decision-making.
10. **Evaluate** the sampling and decision-making system. For example, one might ask if the treatment actions taken had the desired effect upon the pest population without triggering other problems such as secondary pests, or having undesirable effects upon the applicator or the environment.
11. **Make corrections** in the overall process. Continue to monitor, and fine-tune the system based on information gained from monitoring.

## Criteria for Selecting Treatment Strategies

Once the IPM decision-making process is in place, and a pest treatment is deemed necessary, the choice of actual strategy and technique can be made.

Choose strategies that are:

- least-disruptive of natural controls
- least-hazardous to human health
- least-toxic to non-target organisms
- least-damaging to the general environment
- most likely to produce a permanent reduction in the environment's ability to support that pest
- most cost-effective in the short and long term

## Summary of Treatment Strategies

A pest management strategy is a series of planned tactics or methods for preventing or suppressing pest populations based on ecological understanding.

The IPM approach takes advantage of the fact that combined strategies for pest management are more effective in the long run than a single strategy. Some strategies are superior to others because they build out the pest, or build in its natural enemies, thus giving long-term suppression or elimination of the pest problem. In contrast, short-term strategies respond to an immediate crisis but do little to prevent the problem from recurring repeatedly. The major strategies, in the order in which they should be considered, are:

### A. Design or redesign of the landscape or structure. This includes:

1. Selection of plants, livestock, or structural materials that are:
  - resistant to pests
  - supportive of natural controls
  - enhancing of ecosystem diversity and process
2. Agricultural, landscape, or structural designs that are:
  - conducive to plant health or sound structural maintenance
  - appropriate to the weather, soil, mineral, water, energy, and human resources of the site and the maintenance system

### B. Habitat modification or changing the biophysical environment for purposes of:

1. Reduction of pest harborage, food, or other life support requirements.
2. Enhancement of the environment required by the pests' predators, parasites, diseases, antagonists, or competitors.

### C. Human behavior changes, including:

1. Horticultural controls and maintenance practices
  - modification of such resource management practices as mowing, cultivating, watering, planting, fertilizing, pruning, mulching, household cleaning, waste management etc.
2. Education
  - modification of aesthetic judgments regarding "cosmetic damage" to fruits and vegetables, manicuring of landscapes, and the visual presence of certain animal species.

#### Who needs to receive education?

- pest management professionals
- farmers, foresters, landscape and building maintenance personnel, resource managers of every kind
- policy makers and regulatory personnel in public and private institutions and agencies
- the general public

**D. Biological controls, including:**

1. Conservation of the pests' natural enemies through the proper selection of materials, and the timing and placing of treatments.
2. Augmentation of existing natural enemies by releasing additional numbers of the same species.
3. Inoculation by the repeated reintroduction of effective natural enemies that are available commercially but are unlikely to live from season to season in the natural environment.
4. Importation of the host-specific natural enemies of exotic invaded pests. *Note:* This is the one strategy not available to private individuals or institutions, and must be carried out by government supervised quarantine facilities.

**E. Physical controls such as:**

- Barriers
- Traps
- Heat, cold, humidity, desiccation, or light
- Electric current
- Mechanical action
- Manual removal
- Others

**F. Chemical controls, including:**

- Pheromones and other attractants to lure and/or confuse the pest
- Juvenile hormones that arrest pest development
- Repellents
- Allelopathins
- Sterilants or contraceptives to reduce breeding of future generations
- Contact, stomach, and other poisons
- Fumigants
- Combinations of the above (e.g. baits with attractant and stomach poison)
- Others

# Key Contacts for Pesticide Information

**T**he following agencies and contacts may be able to assist you with additional information on pesticides and integrated pest management. (These addresses were current as of mid-1998.) Links to the Web sites listed below can also be found on DPR's *H<sub>2</sub>O Home to Ocean* Web site at [www.cdpr.ca.gov/docs/h2o](http://www.cdpr.ca.gov/docs/h2o)

## California Department of Pesticide Regulation

Environmental Monitoring and Pest Management Branch  
830 K Street  
Sacramento, CA 95814  
(916) 324-4100  
[www.cdpr.ca.gov](http://www.cdpr.ca.gov)

## U.S. Environmental Protection Agency, Region 9

Pesticides and Toxic Branch  
75 Hawthorne Street  
San Francisco, CA 94105  
(415) 744-1087  
[www.epa.gov/region09/toxic/](http://www.epa.gov/region09/toxic/)

For the U.S. EPA Region 9 (headquartered in San Francisco) pollution prevention office, which offers grant information, call (415) 744-2190 and (415) 744-2192.

## University of California Cooperative Extension

Cooperative Extension offices based on campuses and in individual counties include specialists who provide pest

control advice to organizations and individual consumers. Cooperative extension includes the Master Gardener Program, a volunteer organization that assists home gardeners. For phone numbers, consult the phone directory white pages under county government listings, or go to DPR's Web site at [www.cdpr.ca.gov](http://www.cdpr.ca.gov).

## County Agricultural Commissioners

Individual county agricultural commissioners provide local enforcement of pesticide use and disposal laws and regulations. For phone numbers and addresses, consult the phone directory white pages under the county government listings, or go to DPR's Web site at [www.cdpr.ca.gov](http://www.cdpr.ca.gov).

## California Department of Toxic Substance Control (DTSC)

Science, Pollution Prevention and Technology Program

Office of Pollution Prevention and Technology Development  
P.O. Box 806  
Sacramento, CA 95812-0806

Karl Wilhelm  
Pollution Prevention  
(916) 322-3670

DTSC provides information on household hazardous waste disposal programs:

[www.calepa.cahwnet.gov/dtsc/dtsc.htm](http://www.calepa.cahwnet.gov/dtsc/dtsc.htm)

**Central Contra Costa Sanitary District  
(Central San)**

5019 Imhoff Place  
Martinez, CA 94553  
(925) 229-7329  
[www.centralsan.org](http://www.centralsan.org)

Central San has an extensive outreach and education program, focusing on integrated pest management. The district's programs are highlighted at length in this Appendix.

**The Bio-Integral Resource Center (BIRC)**

P.O. Box 7414  
Berkeley, CA 94707  
(510) 524-2567  
[www.igc.apc.org/birc/](http://www.igc.apc.org/birc/)

BIRC provides information and publications on least-toxic methods for managing unwanted pests.

**National Pesticide Telecommunication Network (NPTN)**

Department of Agricultural Chemistry  
Oregon State University  
Corvallis, OR 97331-7301  
(800) 858-7378  
[www.calepa.cahwnet.gov/dtsc/dtsc.htm](http://www.calepa.cahwnet.gov/dtsc/dtsc.htm)

NPTN operates a toll-free hotline, staffed by toxicologists, to provide the general public with tips for correctly using pesticides, especially household and professionally-applied pesticides and referrals for laboratory analyses and investigation of pesticide incidents.

## Additional Web Site Information

Here is a partial list of Web sites with information on pesticides and IPM. Web addresses were current as of August 1998. Links to the Web sites below can also be found on the *H<sub>2</sub>O Home to Ocean* Web site at [www.cdpr.ca.gov/docs/h2o](http://www.cdpr.ca.gov/docs/h2o)

**California Department of Pesticide Regulation (DPR)**

[www.cdpr.ca.gov](http://www.cdpr.ca.gov)  
[www.cdpr.ca.gov/docs/h2o](http://www.cdpr.ca.gov/docs/h2o)

DPR has set up an *H<sub>2</sub>O Home to Ocean* Web site at [www.cdpr.ca.gov/docs/h2o](http://www.cdpr.ca.gov/docs/h2o). An electronic version of this workbook (including the logo, brochures, and other materials) is available there. DPR's Web site at [www.cdpr.ca.gov](http://www.cdpr.ca.gov) also offers news releases and fact sheets on pesticide storage, disposal and IPM. Also available is the DPR publication "Suppliers of Beneficial Organisms in North America," a directory of more than 140 "good bug" dealers. Other Web site information includes a detailed survey and report on school IPM programs, reduced-risk pest management grants and awards, and links to pesticide agencies and programs nationwide.

**U.S. Environmental Protection Agency**

[www.epa.gov/pesticides](http://www.epa.gov/pesticides)

Pesticide publications, including "Citizens Guide to Pest Control and Pesticide Safety" and "Healthy Lawn, Healthy Environment" can be downloaded from this site.



**University of California, Davis  
Cooperative Extension,  
Master Gardener Program**

[pom44.ucdavis.edu/masgar.html#links](http://pom44.ucdavis.edu/masgar.html#links)

“Helpful Links for the Consumer and Backyard Grower,” including home and landscape pest notes from the UC Statewide IPM Project, various county master gardener program details and brochures, fact sheets, and links to horticultural Web sites are available.

**California Master Gardener programs with  
online information**

[www.mastergardeners.org/](http://www.mastergardeners.org/)

**The Bio-Integral Resource Center (BIRC)**

[www.igc.apc.org/birc/](http://www.igc.apc.org/birc/)

BIRC provides information and publications on least-toxic methods for managing unwanted pests.

**GardenWeb**

[www.gardenweb.com](http://www.gardenweb.com)

Reference resources and links on gardening topics, including an calendar where you can look up garden events in your area.

**Blue Thumb Program**

[www.awwa.org/bluethum.htm](http://www.awwa.org/bluethum.htm)

The American Water Works site provides a sample water quality and consumer education program, including logos, brochures, and other collateral materials.

**Cornell University Cooperative Extension  
Pesticide Management Education Program  
(PMEP) Homepage**

[pmep.cce.cornell.edu/](http://pmep.cce.cornell.edu/)

PMEP “promotes the safe use of pesticides for the user, the consumer, and the environment.” PMEP serves as a pesticide information center for college and field extension staff, as well as growers, commercial applicators, pesticide formulators/distributors, environmental and conservation groups, and private citizens.

“Guide to Pest Management Around the Home,” Cornell University Cooperative Extension:

[http://pmep.cce.cornell.edu/  
recommends/homerecommends-lib/  
menu1.html](http://pmep.cce.cornell.edu/recommends/homerecommends-lib/menu1.html)

**Exttoxnet**

[www.ace.orst.edu/info/exttoxnet](http://www.ace.orst.edu/info/exttoxnet)

Site maintained by several universities provides extensive information on the toxicology of pesticides.

**U.S. Department of Agriculture National  
Integrated Pest Management Network**

[www.reeusda.gov/agsys/nipmn/  
index.htm](http://www.reeusda.gov/agsys/nipmn/index.htm)

**University of Minnesota’s “IPM World  
Textbook”**

[ipmworld.umn.edu/](http://ipmworld.umn.edu/)

**Purdue University Center for Urban and  
Industrial Pest Management**

[www.entm.purdue.edu/Entomology/  
UrbanCenter/centerinfo.html](http://www.entm.purdue.edu/Entomology/UrbanCenter/centerinfo.html)

**Integrated Pest Management in Schools**

[galileo.vigoco.k12.in.us/users/gendpt/  
ipm.htm](http://galileo.vigoco.k12.in.us/users/gendpt/ipm.htm)

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